

THESIS



**The Role of Attitudes and Motivation in Language
Learning: A Social Psychological Study of
Indian Students of Arabic**

**ABSTRACT
THESIS**

SUBMITTED FOR THE AWARD OF THE DEGREE OF

**Doctor of Philosophy
in
Linguistics**

BY

AHMED SAEED ABDO AL-MEKHLAFI

Prof. S. Imtiaz Hasnain
Supervisor (Chairman)

Prof. S. Kafeel A. Qasmi
Co- Supervisor

T-6453

**DEPARTMENT OF LINGUISTICS
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)**

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Abstract

This research investigates the roles of Indian students' attitudes and motivation in their relationships to Arabic language learning. A major purpose of this study is to examine and demonstrate whether there is a possible relationship between achievement in Arabic and attitudinal/motivational variables among Indian Muslim students who were majoring in Arabic at the faculty of Arts, Aligarh Muslim University.

Students' attitudes and motivation are examined within Gardner's revised (2005) socio-educational model of language learning. Data have been collected from students. A modified questionnaire of Attitude/Motivation Test Battery (AMTB) is used to measure factors on motivation and attitudes toward Arabic Language learning and their effects on achievement of students. These five factors are as follows: 1) Integrativeness,

2) Attitude toward the Learning Situation, 3) Motivation, 4) Language Anxiety, and 5) Instrumentality.

The instrument (AMTB) represented in 74 items is administered to 50 postgraduate students who were doing M.A. in Arabic. Students' examinations scores (overall grade) for two semesters are used as a measurement of their achievement in Arabic.

In the statistical analysis, the researcher used descriptive analysis, correlation and stepwise multiple regression analysis. The correlation analysis is conducted to identify the relationship between achievement in Arabic and the attitudinal motivational variables. Stepwise multiple regression analysis is conducted to examine how the attitudinal/motivational variables predict the achievement of students.

The results demonstrate that the mean correlation between achievement and motivation ($r=.55$) the higher than

those between language anxiety ($r=-.43$), instrumental orientation ($r=.29$) and attitudes toward learning situation ($r=.19$). The finding reinforces the important of students, motivation and attitudes in studying Arabic.

The major findings were:

- Motivation, integrativeness, and instrumentality were significantly correlate with achievement in Arabic, while language anxiety was found negatively correlated to achievement.
- Motivation was found as significantly the most predictor of achievement than other variables. This finding lend further support of Gardner's model of motivation and suggests that motivation is the most powerful influence on Indian Muslim students achievement in Arabic.
- Students possessed high anxiety about the Arabic language and their anxiety found negatively correlate to achievement.

The findings of the present study revealed evidence that the AMTB can be a positive tool to measure attitudinal/motivational variables of Indian Muslim learners of Arabic.

This thesis consists of five chapters. Chapter one is divided into two sections. In the first section the introduction, purpose of the study, problem statement, objectives, significance of the study and the hypotheses of the study are provided, stated and investigated. The second section highlights the historical background of Arabic language. It presents the origin of Arabic, Arabic as a religious language, Arabic as a world language. The situation of Arabic in India, Arabic at Islamic traditional school (Madrasa) education, Arabic in higher education and Arabic in the publication and Media are reviewed and discussed.

Chapter two introduces the theoretical framework for the research study. It reviews the relevant literature on attitudes and motivation. The chapter consists of the social

psychological approach on language learning, the individual differences in L2/FL learning, Gardner's socio-educational model of language learning with the variables, other perspectives on motivation and language learning, the studies conducted on attitude and motivation in particular sociocultural contexts and languages.

Chapter three describes the methodology used in the research study including the participants, instruments, pilot study of the modified questionnaire – Attitudes/Motivation Test Battery (AMTB), items analysis, and validation of the modified AMTB, data collection and data analysis procedures.

Chapter four presents the results and discussions of the study. The researcher has used the statistical package for the social sciences (SPSS) and has presented the results both in tables and in texts. In the statistical analysis the researcher determines the mean, standard deviation and correlation. The correlation and multiple regression analyses are used in determining the relationship between achievement in Arabic as

dependent variable (or criterion variable) and attitudinal motivational variables as independent variables (or predictor variables) as assessed by AMTB.

Chapter five presents a summary, conclusions, limitations, of the study as well as recommendations for further research.

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Department Of Linguistics
Faculty of Arts
Aligarh Muslim University
Aligarh UP, India 202002

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Professor. S. Imtiaz Hasnain
M.A. Ph.D. (JNU)

CHAIRMAN

May 12, 2010

Certificate

This is to certify that the thesis entitled “**The Role of Attitudes and Motivation in Language Learning: A Social Psychological Study of Indian Students of Arabic**”, submitted by **Mr. Ahmed Saeed Abdo Al-Mekhlafi** for the award of the degree of Doctor of Philosophy in Linguistics has been completed under our supervision.

It is further certified that the candidate has fulfilled all the conditions laid down in the academic ordinances with regard to Ph.D. degree, and that to the best of our knowledge the thesis contains his own original research.


Prof. S. Kafeel A. Qasimi
Co-Supervisor


Prof. S. Imtiaz Hasnain
Supervisor

Chairman, Department of Linguistics, Aligarh Muslim University Aligarh. 202002
Ph. (Mob) 09358208893, (Res) 0571-2721762 E mail: imtiaz.hasnain@gmail.com

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DEDICATION

أهدي هذاء العمل إلى والدتي وزوجتي وأولادي وإخواني عبدالله
ومحمد

I dedicate this work to my mother, to my wife, to my children, and to my
brothers, abdullah and mohammed

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CHAPTER ONE

INTRODUCTION

FIRST SECTION:

1.1.0 Introduction

The question of what motivates students to persist and achieve success in second/foreign language (L2/FL) has been studied extensively over the last 45 years, primarily by Robert Gardner and his associates who developed a number of research tools. They established the socio-educational model of second language acquisition (Gardner and Smythe 1975; Gardner, 1985a; Gardner & MacIntyre, 1991, 1993; Gardner, 2001; Gardner, 2005a) as well as the concept of integrativeness (or integrative motivation), which have been widely used to study L2/FL motivation in various socio-cultural contexts and languages. This research study is built upon the Gardnerian theory of motivation and also applied Gardner's socio-educational model and the research tool (Attitude/Motivation Test Battery). This is because there is still wide spread support of the work of Gardner and his colleagues. Also, Gardner's theory has not previously been applied to Arabic language learning. Taken in consideration the cultural/ social milieu, the participants and the context in which study carried out. Gardner's socio-educational model of language learning postulates that language learning is a dynamic process in which affective variables influence language achievement. It is known that the study of affective variables has become an important aspect of

individual learners in L2/FL learning and many researches have given great concern to the important role of social psychological factors (attitudes and motivation) in the success of learning a L2/FL.

1.1.1 Purpose of the Study

Considerable research has demonstrated in that achievement in L2/FL is related to attitudinal and motivational factors. Studies that focus on the process of learning a L2/FL as a social psychological phenomenon and the important of the situation under which language takes place are much needed. The purposes of this study are to examine and demonstrate if attitudes and motivation predict foreign language achievement and to use Gardner's socio-educational model to determine how attitudes and motivation affect foreign language achievement. The major goal is to examine the relationship of language achievement to five primary components of Gardner's revised (2005a) model (attitudes toward learning situation, motivation, integrativeness, language anxiety and instrumentally or instrumental orientation).

1.1.2 Statement of the Problem

How is it that some people can learn a foreign language more quickly and easily than others? The answer to this question has been a continuous challenge to researchers and language teachers. The individual differences affecting students' progress and achievement in the study of languages has been the object of teacher

speculation for generations. The main problem of this study is to determine if there is a possible relationship between Indian Muslim learners' attitudes and motivation for learning Arabic and their achievement in Arabic in general. If these psychosocial variables influence foreign language learning, teachers, counsellors and administrators can plan and help students acquire a L2/FL more effectively by using this knowledge. Methods of language learning and teaching could be strengthened by giving more attention to the psychosocial implication of foreign language learning.

1.1.3 Objectives of the Study

The following objectives were proposed:

1. To investigate the relationship between achievement in Arabic and attitudinal/motivational variables as measured by attitude/motivation test battery and also to determine the predictor of achievement.
2. To demonstrate the relationship between achievement and various dimensions of attitude and motivation and also to determine the predictor of achievement.
3. To find out the relationship between achievement and factors of integrativeness and also to determine the predictor of achievement.
4. To establish the relationship between achievement and language learning situation and also to determine the predictor of achievement.

5. To determine the relationship between achievement and motivation and also to determine the predictor of achievement.
6. To examine the relationship between achievement and language anxiety and also to determine the predictor of achievement.
7. To find out the relationship between achievement and instrumental orientation and also to determine the predictor of achievement.

1.1.4 Hypotheses of the Study

The following null hypotheses were addressed:

Ho 1. There is no significant relationship between Indian students' achievement in Arabic and the subscale of Attitudinal/Motivational variables and there would not be the predictor of achievement.

Ho 2. There is no significant relationship between Indian students' achievement in Arabic and various dimensions of attitudinal and motivational variables and there would not be predictor of achievement.

Ho 3. There is no significant relationship between Indian students' achievement in Arabic and the degree of integrativeness and there would not be the predictor of achievement.

Ho 4. There is no significant relationship between Indian students' achievement in Arabic and the language learning situation and there would not be the predictor of achievement.

Ho 5. There is no significant relationship between Indian students' achievement in Arabic and motivation and there would not be the predictor of achievement.

Ho 6. There is no significant relationship between Indian students' achievement in Arabic and language anxiety and there would not be the predictor of achievement.

Ho 7. There is no significant relationship between Indian students' achievement in Arabic and instrumental orientation and there would not be the predictor of achievement.

1.1.5 Significance of the Study

The primary purpose of this research study is to investigate the role of attitudes and motivation in Arabic language learning in Indian context. It is also sought to determine the relationship between students' attitudes, motivation and achievement in this context. The present research is significant in several ways.

- (i) It may add empirical support to the existing research on students' motivation in SL/FL learning.
- (ii) It provides an in-depth descriptive data on what types of individuals are motivated and under what conditions.
- (iii) It can also provide data on the relationship of students' motivation and achievement in SL/FL learning who are majoring in Arabic (linguistics or literature) at the postgraduate level.
- (iv) It focuses on a particular cultural context that has not been included in previous research on SL/FL learning motivation and achievement. There has been no research on the motivation and achievement of Arabic majors who live in a multilingual and multicultural country where

Arabic is a foreign language and where the target linguistic community is not directly present.

- (v) This study focuses on Indian Muslim students, and, thus, provides data on Arabic language learners. Most of the learners taken in this study have Urdu as mother tongue which is not so much different from Arabic in orthography and vocabulary.
- (vi) Since Arabic in India carries an Islamic identity (Qutbuddin, 2007), it is considered as prestigious language by the minority Muslim community. Also it carries with it an aspect of being a heritage language. Hence the question of the impact of Arab-Islamic culture on Arabic language learning motivation and achievement in a multicultural setting assumes significance. It is also significant in that it centers on the cultural/educational milieu of Indian Muslim community and the situation of Arabic.
- (vii) It is hoped that the findings of this study may provide information to assist Indian universities departments of Arabic in developing Arabic language and its literature.
- (viii) It can also provide useful insights and valuable information for the educational institutions and its Arabic language teachers working in the subcontinent.

- (ix) Understanding and investigating the attitudes and motivation of Indian students learning Arabic is very important for improving the quality of teaching and effective programme design and instructional practice in the departments of Arabic in the country.
- (x) Finally, this study may be beneficial to researchers who aim to build up and/or modify the theory of attitude and motivation in language learning.

1.1.6 Organization of the Study

Chapter Two of this research presents the review of related literature and research, including the Gardnerian theory of motivation applied in this study. Chapter Three outlines the methodology, including data collection procedures and analysis. The results and discussion are presented in Chapter Four. Chapter Five presents the summary and the conclusion, including limitations of the study and recommendations for further research.

SECOND SECTION: BACKGROUND OF ARABIC

1.2.1 Origin of Arabic Language

Arabic is a Semitic language, having a grammatical system similar as Syriac or Aramatic, Hebrew, Amharic or Ethiopic, originated in the Arabian Peninsula as early as the 400 B.C.E. (Esposito, 2004). It is first attested in

epigraphic material in central and north western Arabia possibly goes back to between 15th century B.C.E. and the third century C.E.

The word 'Semitic' is derived from the biblican name 'Sam' one of the Prophet Noah's sons, who is considered the father of the Semitic peoples. The term 'Semitic Language' was used for the first time in 1781 by the German professor August Ludwig Schlozer, (Bakalla, 1984).

Arabic is described by some as the youngest of all Semitic languages. It can be compared to Akkadian. The oldest Semitic languages, lived for about 3rd millennium before the Prophet Jesus (ibid). According to Wickens (1980), Arabic like the other Semitic languages, is not possible to gauge the changes through which it has passed from its birth till the rise of Islam, explaining that in the years preceding and following Christ, Arabic had influenced and was itself influenced by other Semitic languages prevalent in Abyssinia, Syria-Iraq and Arabia and also by the Samaeo-Himyarid language of al-Yaman (Yemen) and Hadramoud (In Yemen). Wickens also states that in the well advanced commercial kingdom of Petra in North-West Arabia ruled by the Nabataeans for several hundred years (B.C. 400 to A.D.106), Arabic was the medium of conversation and a little of writing and so it was with the South Arabic Gassanids of Syrian border and Lakhmids of al-Hira.

In Wickens's view, at the rise of Islam, Arabic was in a well developed state. It must (in his view, anyway) have been enriched by other sister languages of Semitic group that disappeared or degenerated in a course of time. He claims that

among the living languages from which Arabic drew nourishment prior to Islam were Hebrew and Ethopic etc. Its range before Islam was quite limited as compared to what it comes to be a hundred years later when it enveloped most of the inhabited world.

Wickens has come to conclude that Arabic was spoken then in al-Hijaz, Tihama, Najd (Central Arabia), Arab-Iraqs and Arab-Syrian borders, al-Yamama, al-Bahrain, Umman, al-Yaman Sinai (Yemen-Sana'a) and the desert of Mesopotamia, Syria and Eastern Egypt.

Most of scholars seem to consider Arabia as the home of Proto-Semitic from where the various Semitic migrated. As Bakalla (1984, p.3) points out, "One of the most important branches of the proto-Semitic languages is that known as South-West, Semitic which composed of North Arabic, South Arabic languages and Ethiopic. North Arabic is also subdivided into Lithyanitic, Thamudic, Safaitic and Arabic as we know it today".

Nicholson (1977, cited in Bakalla, 1984, p.3) considers Arabic as the youngest, it is generally allowed to be near akin than any of the other Semitic languages to the original archetype. It is worth to quote:

"The Ursemitisch" (or Proto-Semitic) [the mother of all extinct and extant Semitic languages] from which they all derived, just as the Arabs by reason of their geographical situation and the monotonous uniformity of desert life, have in some respects preserved the Semitic character more purely and exhibited it more distinctly than any people of the same family.

It seems no one knows exactly where “Ursemitish” or proto-Semitic started. It should be noted through, that although scholars suggest Arabian peninsula itself, as described above, other suggest Africa, some others hint at the Fertile Crescent and locate it in the region north of peninsula which inhabit in modern time Jordan and Iraq or even Syria and Palestine.

There is also an attempt to redirect the research for the homeland of the Semitic languages from Arabia to Africa in which Arabic plays a big role and enjoys the widest distribution of all. Hence, then Arabic is classified by some as a hamito to Afro-Asiatic language. It is believed that Arabic is from the Semitic branch of the Afro-Asiatic language family in so far as these two groups of languages show the same structural relationship in term of phonology, morphology and syntax. The term Afro-Asiatic is slightly different from Hamitic one, proposed by the American professor Greenberg. The Hamitic refers to subfamily of an Afro-Asiatic languages that include Egyptian, Berber, Husa and Cushitic whereas Semitic refers to a subfamily languages that includes Arabic, Hebrew, Aramatic and Amharic (see i.e., Bakalla, 1984; Esposito, 2004).

It seems, therefore that most of 19th and 20th century scholars view Arabia as the early homeland from which the later Semitic language groups departed, the Semitic language population groups originated there. Few scholars recently have begun to question the importance of Arabia for the history of the Semitic language. They have argued that the importance of Arabia lies on a plane drastically different from that which nineteenth century scholars pointed, claiming

that the “Common Semitic” or Ursemitish furnished the point of contact only in theory. Scholar like Mendenhall (2006, p.16), still argues:

A major handicap to progress is the persistence of the old nineteenth-century obsession with nomads, and the concomitant idea that the Semitic language population groups originated in the nomads tribes of the Arabia peninsula.

He calls for a much more historically oriented method for research and writes that:

There was no perceptible population in the North Western Arabian Peninsula contiguous to the Syro-Palestinian region of the North Semitic until near the end of the late Bronze Age, when five walled town suddenly appeared in the North Western Hejaz; while there are more settlement in EB Palestine and Syria than in any other period until the Byzantine era.

In Mendenhall’s view Arabia is not the early homeland of Semitic languages but a later refuge to which populations group from Syria and Palestine migrated.

Instead of viewing Arabia as the early homeland from which the later Semitic languages departed, we should view it as a late refuge to which population groups from Syria-Palestine migrated. They took with them, of course, their material culture, and above all their Bronze Age linguistic repertoire (P.18).

Indeed, the early homeland of Semitic languages is still a matter of debates and controversy. As Owens (2006, p.275) succinctly states ‘no significant work has been done to discern evidence of language contact and shift among the historical populations, and there is no even agreement upon where the ancestral homeland is’. Nicholson, as we have seen, locates it in the Arabian Peninsula

itself. Some others like Retso (2003 quoted in Owens, 2006) would appear suggest the Arabia between Yemen and Mecca or perhaps an area Northwest of Median (al-Qura al-Gharabiyyah), Mendenhall (2006) proposes the region north of the peninsula in modern time Syria and Palestine, which Petrack (1988, cited in Owens, 2006) locates it in the region North of Peninsula in modern Jordan and Iraq.

We would like to conclude this section by following Owens (2006, p.275) who observed that:

Through the history of the Peninsula there have been a large number of population movements both to the North to the South. It appears that in the immediate Pre-Islamic era the dominant movement was already out of Yemen towards the north, due to the effect of dryer conditions. With the Islamic expansion, emigration increased considerably. Within the Arabian Peninsula there continued to occur significant population movement.

Arabic appears to be the richest in linguistic literature amongst the Semitic languages of today. It is more Semitic than its cognates or sister languages and the Arabs are more Semitic than other Semitic nations (Bakalla, 1984).

1.2.2 Arabic as a Religious Language

Some people speak a second or foreign language because of their religious beliefs (Cook, 2001, p.16). Classical Arabic is regarded by some as the most widely used language in the world today (Spolsky, 1987). Here classical Arabic refers specifically to the language of the Holy Quran, it also refers to the Pre-Islamic poetry and the classical literature of Golden Age (till the 9th century C.E.).

It occurs in some inscriptions from the 2nd century onward but it appears in its fully developed form in Pre-Islamic poetry and then in the Quran during the first half of the 7th century C.E. The Quran has preserved Arabic throughout the last fourteen centuries. Without the Holy Book, Arabic would have probably been died or divided into many languages. According to Bakalla (1984, p. 86), “The Muslim Arabs have always advocated classical Arabic as a unifying factor not only for Arabs but also for non-Arab Muslims who share this language and its heritage with Arabs”.

It seems, therefore, that Muslims all over the world, regardless of their mother tongue and nationality read the Quran in Arabic. Swan and Smith (2001) point out that Muslims are, to some extent, familiar with Arabic; can recite and /or read extensively in it and therefore influenced by it in their ideas of how language works. For religious and socio-cultural reasons, Arabic is regard by some as the most widely studied language in the world today. Diab (2000) emphasizes that the perception of Arabic among Muslims is a sacred God-given language, appreciated for its beauty and vast literary traditions in addition to its religious value. It is strongly believed that Arabic, as the language of the Quran, is the main source of Arabo-Islamic culture and integral part of religio-cultural identity. Historically, the Arabic language, and Islamic religion, as Spolskey (2003) points out, share a very close history. Islam is basically associated with Arabic and the Arab world include in their constitution a statement that Arabic is the official language and follow Islam. While non-Arab communities of many other languages follow Islam, the

Arabic has a religious function and dominates the religious linguistically through the Moslem World (See, Spolsky, 1989; 2003).

In his work on the role of Arabic in Ethiopia, Ferguson (1972, p.116) describes Arabic as “a great world language, attested in literature for nearly a millennium and a half”. He also states that every Muslim in the world learns at least a few expressions in Arabic such as greeting (e.g. Assalam Alaykum ‘Peace be on you’), invocations (e.g. Bismillia ‘in the name of God’), a statement of faith (there is no god but God, and Mohammad is God’s messenger), and prayers, including the Fatiha, the opening Surah of the Quran recited with other portions. Addition study of Islamic percepts requires memorization of further Arabic materials, especially the Quran, and the mastery of Arabic to read the traditional works of theology, jurisprudence, ethics, traditions of the prophet and so on (See, Ferguson, 1972, p.119).

It seems that Ferguson’s observations can be generalized to both Arabs and non-Arabs community who want to become a scholar in Islamic and Arabic studies like Quranic exegesis (Tafser), prophetic traditions (Hadith), jurisprudence (Fiqh), Islamic philosophy (Falsafa), Islamic poetry, Arabic literature, prose, poetry. They have to study this language and its literature.

Islamic religion and Arabic language share a very long and a very close history, The Quran apart from being the word of God, is also considered a great literary monument, as described by Professor Gib (1974, p.36) quoted in Bakalla (1984, pp. 136-138):

The Quran is a unique production in Arabic literature, having neither forerunners nor successors in its own idiom. Muslims of all ages are united in proclaiming the inimitability not only of its contents but of its style...the influence of the Quran on the development of Arabic literature has been incalculable, and exerted in many directions. Its ideas, its language, its rhythms pervade all subsequent literary writing in greater or lesser measure. Its specific linguistic features were not emulated, either in the chancery prose of the next century or in later prose writings, but it was not at least partly due to the flexibility imparted by the Quran to the high Arabic idiom that the former could be so rapidly developed and adjusted to the new need of imperial government and an expanding society...it was due to the position of the Quran as that Arabic became a world language and the common literary medium of all Muslim people.

Since Arabic is the language of the Quran it is vitally important to shed some light on this Holy Book and its role in education and culture in order to give a clear information to the reader. For Muslims, the Quran is the book of Allah, the Wise and Worthy of all Praise. It is a rather small book and consists of 114 chapters or Surahs varying in length from 3 to 286 verses (ayat). The total number of verses in the Quran is 6234. The longest chapters which reflect the later period of the prophet's revelations appear at the beginning of the book. The shorter and earlier Surahs appear at the end with exception of the short first Surah that is the opening Surah of Al-Fatah. In other words, the chapters or Surahs were arranged by length which means that the earliest and shortest Surahs were placed at the end and the latest and longest ones at the beginning.

The Quran was revealed to the Prophet Mohammad (Peace be upon him) in Arabic not at once but in large and small parts over a period of about 22 years (610-632 C.E). There is only one version of the Quran. It is the only religious book that was never altered since its revelation. This is a fact which even the

critics of Islam admit. It is, unlike all other writings, a unique book with a Supreme author. Its contents are not confined to a particular theme or style but contains the foundation or the entire system of life. Throughout the last 14 centuries no book has been read so widely nor has shaped the human mind as the Quran (Ahsan, 2008). “No other book has affected so many minds so powerfully and for so long” (GoldSchmidt, 1983, p.41).

The Quran is also an earthy book whose history is intimately connected to the life and history of an early community; many of its verses were circumstantially determined by the social religious and questions of the early Islamic Community (the Prophet’s society) yet it is a divine message for Muslims, its transcends consideration of time and space. There was no book parallel to it for teaching morals, human virtues and spiritual and providing religious information (See Ayoub, 2006, p.385). Muslims are monotheistic as they believe in one God - Allah who revealed the Quran to the prophet Mohammad (peace be upon him), the last in a series of Prophets, that includes Abraham, Mouses and Jesus.

Because Muslims view the Quran the sacred and infallible and the literal word of God, it naturally occupies the central place not only in piety and religious life but also in language, education and culture. The Quran is considered the most exemplary model of the Arabic language and it is not surprising that the influence of both its form and its content is felt throughout Arabic writing. Muslims of all walks of life take seriously the prophet’s exhortation that: “The best among you is the one who has learned the Quran and taught it” (Bukhari) (See, Meri, 2006; Mir, 2004).

The Quran also plays a central role in the larger world of the Muslim community in many realms. According to Mir (ibid), first, as the text of Islam, it is cited as the ultimate authority in all matters pertaining to religious. Second the Quran is used in liturgy. In each of the five obligatory prayers of the day, the opening surah of the Quran, Al-Fatihah, is recited with other portions. During Ramadhan the month of fasting, the Quran is recited in special prayers (tarawih) offered congregationally every night after the fifth and last prayers usually with good intention of completing a recitation of the entire Quran during the month of ramadhan.

The Quran is also a basic source of Muslims' religious education. A large majority of the world's Muslim population is non-Arabic speaking, yet in most Muslim communities the first alphabetical system young children usually learn is the Arabic alphabet in order to read the Quran in its original language. Young students are encouraged to memorize some passage of the Quran usually under the guidance of the local imam of the mosque or by taking part in Arabic and Islamic studies classes. An attempt is made to teach children the Quranic Arabic script in non-Arab Muslim societies even though most people never learn the Arabic languages. The act of reciting the Quran is a good and pious act that brings blessings.

The Quran is often cited at the beginning of public, political or social meeting, at the conference. Finally, the Quran has artistic verses. The art of reciting quranic verses a beautiful voice (Tajwid) and the art of quranic

calligraphy are among the most developed skills in Arab-Islamic culture (See, Mir, 2004, pp. 395-396).

Arabic has much religious significance and is the religious language of Muslims in many parts of the world. Muslims must use Arabic when they pray. The Holy Qur'an, the sacred book of Muslims, was revealed to the Prophet Mohammad in Arabic. Muslims worldwide believe that to understand the message of God in the Holy Qur'an, it must be read in Arabic. The language found in the Holy Qur'an is what is usually referred to as Classical Arabic and is calculated from approximately the sixth century.

1.2.3 Arabic as a World Language

Arabic is considered to be the linguistic symbol that presents Arabs and Muslims in the minds of people everywhere. It is used by more than a billion Muslims all over the world as their liturgical language for it is the language in which the Quran was revealed. Arabic is also considered the bond that unifies over 322 million Native speakers residing in 22 Arab countries in the Arab World that have declared it as their official language (Wikipedia, 2008). It is spoken as a first language in all the countries of the Arabian Peninsula (i.e., Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine/Israel, Qatar, Saudi Arabia, Syria, United Arab Emirates and Yemen), as well as in the Arab countries of Africa (i.e., Algeria, Djibouti, Egypt, Libya, Mauritania, Morocco, Somalia, Sudan, and Tunisia). These countries are collectively referred to as the Arab World simply because their

inhabitants speak Arabic as first language. Arabic is also spoken as a second language in some countries of Asia (e.g., Iran, Pakistan, India, and Indonesia) and Africa (e.g., Chad and Nigeria).

Ferguson (1972) describes Arabic as “a great world language” (P, 116). It is spoken by some hundred millions of people over the enormous area from Morocco to the Arabian Gulf. Arabic is also described as a “Privileged language” as Stetkevych (1970) cited in Bari, 1997, p.VIII) observed that:

It has lived for one millennium and has essentially unchanged, usually gaining, never completely losing. Venus-like it was born in a perfect state of beauty, and it has preserved that beauty in spite of all the hazards of history and all that corrosive forces of time... it has known austere holy ecstasy and voluptuousness, bloom and decadence. It excels in times of splendor and persisted through times of adversity in state of near hibernation. But when it is awake again, it was the same language.

Some other linguists consider it to be the most important language used in modern world with regards to its circulation and extension. According to Bakalla (1984), Arabic is unlike any of other languages due to the influence of the Quran and Islam from early time and the advancement of the science by the Arabs and Muslim in the Golden Age in the East between eighth and eleventh century (the middle or dark Ages of the West). “Like any language of the World, Arabic is a means of communication, but like a very few language of the world it is also a vehicle for a renowned culture and civilization” (p.9).

The spread of Arabic has influenced many language and literatures in Asia, Africa and the Middle East. This is because it is closely linked to the spread of

Islam. Arabic thus has a guarantee to continue to exist for it is being the language of the Quran and the common language of worship for Muslims throughout the world and the unifying factor for Arabs in the Arab World. It is said that only few cultures in the world place more emphasis on their language as a unifying factor than to Arabs.

The influence of the Arabic language spread beyond the borders of the Islamic World. Due to its role as the language in which Greek philosophy and Science were transmitted, European scholars came to regard Arabic as the language of culture and scholarship. A large amount of translation of Arabic texts circulated in Western Europe, and through the contact with Arab culture in al-Andalus [Spain] many loan words entered the European language. This international of Arabic ended with the Renaissance when Western Europe rediscovered the Greek sources and no longer needed Arabic as an intermediary.

(Gert, 2004, P. 62)

Today, Arabic enjoys an international prestige. It ranks fifth in the world's league of language. It is one of the languages of the world organizations such as United Nations and has been introduced as the official second language of such countries and/or states like Iran, Pakistan, the Philippines and Palestine/Israel. Arabic also ranks fifth world wide in number of primary speakers, with an estimated 322 million native speakers as mentioned earlier. As the language of Quran, it is used throughout the Muslim world and spoken as a mother tongue outside the Arab world by a lot of people in Anatol (Turkey), Malta (Cyprus) Iran, Uzbekistan, Afghanistan and even India. According to the 2001 India census data on linguistic groups released recently, there are 51, 728 people whose mother tongue is Arabic. Of them 18,000 live in Bihar and 8,500 live in Uttar Pradesh. There are nine other states with at least 1,000 people who speak Arabic as their

mother tongue, see for example, (www.indianofficer.com/forms/current-news-feed/4106; www.thaindian.com/newsportal; <http://timesofindia.com/india>).

According to Bakalla (1984, p. 109), “at time more than a hundred languages of the world have adopted the Arabic script, with modifications, as a medium of writing non-Arabic language”. The Arabic writing system is still in use today in Urdu, Persian, Swahili, Pashto, Malay, languages among other (Harel-Shalev, 2005). Recently Tajikistan. After independence, there was a move in some of the ex-soviet Moslem states to use the Arabic script for local language and this was taken seriously in Tajikistan (Spolsky, 2003).

In addition, some other languages have used Arabic script: Hush, Kashmiri, Kurdish, Kyrgyz, Malay, Morisco, Pashto, Persian/Farsi, Punjabi, Sindhi, Tatar, Turkish, Uyghur, Urdu (Hammond, 2005). However, a few of these have switched to Latin script. The influence of Arabic has been most important in Islamic countries. Arabic is a major source of vocabulary for languages such as Amharic, Baluchi, Bengali, Berber, Catalan, Cypriot Greek, Gujarati, Hindustani, Indonesian, Kurdish, Malay, Marathi, Pashto, Persian, Portuguese, Punjabi, Rohingya, Sindhi, Spanish, Swahili, Tagalog, Turkish and Urdu as well as other languages in countries where these languages are spoken. For example, the Arabic word for *book* (/kitāb/) has been borrowed in all the languages listed, with the exception of Spanish, Catalan and Portuguese (see Wikipedia, 2010). Notwithstanding all these historical facts it can be assumed that it was the impact of Arabic language which has carried considerable influence on the language of the east and the west through the Arabic Islamic culture, Arabic

Islamic sciences, arts, architecture and trade (Husain, 2004). It should be noted, however, that there is no language free from linguistic borrowing and influence in its own lexicon and structure. This phenomena is natural process because every language can influence and be influenced by other language due to historical political social, scientific and even religious cultural reasons. As the case of Arabic and its impact in which transformed Pahlwai into the Arabicised Persian which brought into existence the Urdu which exerted considerable influence on the most of Indian language like Marathi, Punjabi, Bengali, Kashmiri, Kannad, Tamil,...etc. Generally speaking, Arabic had direct influence with the language of the west cost of Indian without the mediation of Persian and this influence is found in Sindhi Malayalm and Konkani. The influence of Persian on other Indian language includes and implies the Arabic element, also as Persian carriers a deep impact of Arabic (see, Husain, 2003, pp. 194-195).

Arabic in its present form has been written and articulated for about 1,400 years over an area extending at different times from China to Spain, from Central Asia to Central Africa. Furthermore, Arabic has been used for religious, historical, philosophic, geographical, poetics, trade and scientific purposes, for example, in Africa, Arabic functioned there not only as a religious language but also as a language of trade. Even before West Africa was islamicized Arabic was used as a language between the courts for different kingdoms. This is also clear from the loanwords in African languages, which are not restricted to the domain for religious but comprise also other semantic domains (see, Gert, 2004). Arabic has

been used in books, newspapers, magazines on radio and television, in education and conversation between Arabs from different countries. Since the seventh century, Classical Arabic underwent gradual linguistic changes. Some of the main features that distinguish Classical Arabic from modern spoken Arabic are style, vocabulary, the use of word-final case, and mood inflection. Through all these ages, places and purposes Arabic has preserved a general unity and uniformity. According to Hammond (2005), the language in all its forms, is unifying the Arab World as it never has done previously. Modern communications, entertainment, media, politics, and business have facilitated more linguistic unity and mutual understanding than ever before.

According to Dahbi, (2004) like English, Arabic is very much a global phenomenon today not only because it is the language of Arab countries but also because it is the language of Islam. To quote Dahbi:

Like English, Arabic is very much a global phenomenon today not only because it is the language of Arab countries (...) but also, and more importantly, because it is the language of Islam, another global phenomenon that covers a much larger part of the world and that seems to be making headway in regions where it was completely absent a few decades ago (p. 630).

There is another global phenomenon that covers a much larger part of the world and the globalization of Arabic and Islam is facilitated by today's technological revolution in formation and communication.

Furthermore, Arabic satellite television is present in a very larger number of Arab homes, and around the world. Thus the knowledge of Arabic is expanding

with the increasing influence of Arabic sites on the internet. In some countries, like India learning Arabic has become quite fashionable among young Muslim student. In other countries international Islamic contacts may lead to an increase in Arabic as the primary language of Islam (Dahbi, 2004).

To sum up Arabic is a South-Central Semitic language spoken by approximately 500 million speakers around the world (Wikipedia, 2010). If one includes “non-Arab” countries with Arabic- speaking countries, Arabic is spoken in all of the following countries: Afghanistan, Algeria, Bahrain, Chad, Cyprus, Djibouti, Egypt, Eritrea, Iran, Iraq, Palestinian/Israel, Jordan, Kenya, Kuwait, Lebanon, Libya, Mali, Mauritania, Morocco, Niger, Oman, , Qatar, Saudi Arabia, Sudan, Syria, Tajikistan, Tanzania, Tunisia, Turkey, United Arab Emirates (UAE), Uzbekistan, and Yemen. There are also, of course, diaspora communities speaking the language around the world (there are one million North Levantine speakers in Argentina (Hammond, 2005).

1.2.4 The Situation of Arabic in India

1.2.4.1 An Overview

Arabic in India has a long history of more than one millennium (Kutty, 2003). Arabic came to this subcontinent as the language of Islam and has played almost absolute a significant liturgical and religio-scholarly role from 8th century onward (Qutbuddin, 2006; 2007). The opinions of the historians are different about the exact date of the advent of Arabic in India. Some of them said that

Arabic came in pre-Islamic times through the commercial contact between Arabs and Indians, particularly the people of South India. The Arab traders, especially from Yemen and other centers of the Arabian Peninsula first docked at Indian ports in order to get pepper and spices. This contact occurred as early as 50 C.E., two centuries before Arabic was attested as a distinct language in the Arabian Peninsula in the third century (ibid). Indians must have gained rudimentary acquaintance with Arabic language (Qutbuddin, 2007). They must have exchanged ideas and learnt words, expressions and simple sentences for their communication with Arab Merchants (Kutty, 2003). But this Pre-Islamic period of Indian's acquaintance with Arabic language cannot be ascertained due the lack of historical evidence.

It is a well known historical fact that the commercial relations between India and countries of Arabia Yemen, Palestine and Egypt go back to olden times long before even to the pre-Islamic era. It is believed that king Solomon (Sulayman in Arabic) obtained his many precious ornaments from India. The Greeks and Romans had trade relations with the Malabar coast of India as early as the fifth century B.C. Vempeny (2003) confirms this by saying, "since most of the trading routes to Asia passed through the Arabian peninsula, the Arab merchants conducted trade and controlled the passage of goods" (P. 34). It is also reported the Yemeni Queen of Sheba in Southern Arabia (the queen who visited King Solomon or the prophet Sulayman) is best known. It is interesting to note that the Quran tells this story (see Quran 27: 20-44). According to GoldSchmidt (1983),

long before the time of the prophet Jesus, the queen and her people, the Sabaeans, were the first people to make India and its products known to the Roman world. The Sabaeans had a thriving trade across the Indian Ocean.

Some other scholars said that both Islam and Arabic made their way to this subcontinent in the second half of 7th century during the caliphate of Omar (634-644 A.D) in AH. 63. The Arab Muslim merchants of Hadhrahmout, Muscat and Ormus or Basarah who came first and settled on Malabar coast. They carried the message of Islam and Arabic language with them. Vempeny (2003) says referring to Murry (1959), “when Islam arrived on the scene Arab Muslim traders arrived” (p. 34), while some others believe that Islam and Arabic arrived in India in the 8th century.

It seems that there is no general consensus among scholars and/or historians on the entry of Islam and the introduction of Arabic language in India. For instance Qutbuddin, (2007) argues Islam and the Arabic language entered as a result of military conquest only when the Arab commander Mohammed bin Al-Qasim invaded and conquered the western Indian province of Sind in 711 AD, one century latter after the Arabian Peninsula witnessed the birth of Islam, (in the early seventh century and the majority of Arabs become Muslims). He claims that the Arabs colonization of Sind in the early 8th century form India first substantial and sustained contact with both Islam and Arabic. He writes, “at this time Indians began to convert to Islam....Indian exposure to the Arabic language was primarily

through the medium of religion and Arabic come to India as the language of Islam” (P. 315-316).

It is most likely that the religion of Islam and the Arabic language first reached southern India in the second half of 7th century. Several scholars (e.g., Mohammed, 2003; Kutty, 2003; Karassery, 2003) succinctly state that Islam entered India peacefully by sea through trade and commerce, while in north India it was introduced by land, through central Asia and more by military conquest than by trade and commerce. It has been accepted by some others (e.g., Vempeny, 2003; Umari, 2003), Islamic first appeared in south India in Malabar and began to spread in many places of Kerala due to the influence of Arab traders who started to propagate their religion, culture and language. Many of them who were either merchants or preachers settled in Kerala from the early days of Islam. They adopted Kerala as their home, married the local people, some even brought their families along with them and established colonies and mosques. Thus, the first Muslims to reach India were not the warriors who followed Mohammed bin Al-Qasmi Al-Thatqafi for the conquest of Sind in 712 A.D., as is sometimes believed by some, but the newly converted Muslim Arab traders who came and settled in the coastal regions of Kerala (the Malabar coast). Many studies done on the tradition Maplah of the Muslims of Kerala coast confirms the Muslim Arabs first settled there at about the end of 7th century (Tarachand, 1993; in Vempeny, 2003).

The Arab Muslim traders were, protected and allowed to practice and propagate their religion at Anhilwara, Cambay, Calicut Kodungallur, Pandalyini

Kollam and southern Kollam and other places, along with the western coast of India. The Indian kings granted them many concessions. They were allowed to allotted lands, build mosques, and even exempted from taxation (see, Kutty, 2003; Vempeny, 2003).

Thus the religion of Islam played a significant role in the development of Arabic language in Malabar. The conversion to Islam of king Cheraman Parunlal of Karalla who reigned at Kodungallur and the settlement of Arab Trades families and scholars especially from Yemen accelerate the propagation of Islam and the spread of Arabic language. A large number of local Muslims had instruction in Arabic and had to study the Arabic language for studying their religion (Mohamed, 2003).

The earliest historical evidence for the existence of Arab Muslims in Malabar coast in that period is the inscription in Pandalayini Kollam in north Malabar, dated 752 AD. Another evidence is the Tarisappalli copper plate dated 849 AD. This copper plate refers to a gift for a plot of land to the Tarisappalli (Teresa church) at Quilon. The plate contains the signature of ten Arabs in Arabic script as witnesses to the gift. Beside these evidences, which show the settlement of Arabs in the coastal region of Kerala, are the writings of Arab travelers like Al-Masudi, Al-Idrisi, Ibn Khurdadbeh, Ibn Battuta and others, that provide useful data regarding the Arab Muslim settlements and the social condition of people there (see Kutty, 2003; Mohamed, 2003) Umari, 2003). Despite these evidences (Qutbuddin 2007) still argues that the migrant Arab community called Nawait or

Naityaz in Arabic meaning (mariner) settled on the south western Malabar or Konkan coast in south north India in areas which today fall south of Mumbai in Maharashtra, northern states of Goa and Karnataka. He suggests that from the 8th century onwards, Arabic was spoken by these small Arab Mariners. They became culturally and linguistically assimilated into the Indian society. It would be a mistaken belief that Arabs settled in that areas. Bearing in mind the above considerations, we have to be careful about.

It must be pointed out that in north India, it is reported, that Arab Muslim Umayyad commander Mohammed bin Al-Qasim was sent by Al- Hajjaj bin Yusuf, governor of Basarah during the caliphate of Al- Walid. The 17 years old Al-Qaism, conquered and colonized the western Indian province of Sind in 711 or 712 AD. As mentioned above. After establishing his rule he adopted the policy of tolerance and allowed the local to live freely saying, “the temples of Hinduism are like the churches of Christians, the Synagogues of Jews and the temples of the Magians” (Madani, 1993 cited in Vempeny, 2003, P. 36). Furthermore, Swami Vivekananda 1995 (quoted in Vempeny 2003, p. 33) said’. “The Mohammedan [the Arab Muslims] conquest of India came as salvation to the down trodden, to the poor. That is why one-fifth of our people have become Mohammedans [Muslims]. It was not the sword that did it all”. Vempeny gives a coherent view of the spread of the Islam in India. His words are worth quoting.

As we endeavor to study the history of the religious quest of the Muslims of India we see that the spread of faith in this land was, by and large, by peaceful means. Islam came as a liberating force with a message of quality

for thousands of people dehumanized, exploited and violently treated as animals by the dominant Brahmanical Hindus of the caste hierarchy at a time when the tolerant era of Buddhism had been brought to an end and Brahmins reaction had triumphantly restored Brahmins as the dominant caste.

(Vempeny, 2003, p.32)

Historically, Arabic in India has been used almost exclusively by Muslim population. Currently, it is used almost by 33.19 million Muslim who form 13.43 per cent of the total 1.03 billion (census of India 2001, quoted in Qutbuddin, 2007). Most of India Muslims appear to have acquaintance with Arabic language. From the second half of seven century, Arabic has carried an Islamic identity, which has be elaborated through the thirteen centuries of its use under Muslim, Hindu and British rule. Then succeeding dynasties of Muslim rulers patronized Arabic Islamic scholars and promoted the study of Arabic for religious purposes that were to understand the Holy Quran and Hadith (the traditions of prophet Muhammad). This trend remained prevalent almost till the independence of India in 1947. However, after independence, (due to international understanding, interests and benefits,) the country had developed friendly relations with the Arab countries. The political and cultural bilateral relations between India and Arab countries are established to promote such relationships. Therefore the interest in learning Arabic as a language has increased since the late 20th century. The growing job opportunities in the Arab countries have also increased the interest in the Arabic learning. Many million Indians (both Muslims and non-Muslims) live in the Arab world, particularly the Gulf states, which have become a destination

for Indian labor force whose number exceeds 5 million working in various fields of production with a large chunk of the \$ 27 billion in remittance that follow into India annually. Indian public and private sector companies have cumulatively invested more than \$ 10 billion across the region (The Hindu, 2008). The Indians who work there gained an interest in learning basic Arabic for communication purposes. Another usage of Arabic in India, as Qutbuddin (2007) pointed out, is the publication, since 1957, of a non-religious Arabic journal, *Thaqafat Al-Hind* (Indian culture) by the Indian Council for Cultural Relations. The purpose of this journal is economic and political. It address the policy of India in the Arab countries particularly the Arabian Gulf countries through the promotion of cultural understanding. The cover page of the journal describes the objectives of the I.C.C.R as follows:

To establish, revive and strengthen cultural relations between India and other countries by means of (1) promoting a wider knowledge and appreciation of their language literature and art; (2) establishing close contacts between the universities and cultural institutions; and (3) adopting all other measures to promote cultural relations. The journal has published several articles on Indian Muslim history and the relations between Indian and the Arab world.

Throughout its history India has been a multilingual country, as Chaudhary (2006) points out, a number of people here have always used more than one language and that a large number of languages used elsewhere in the world have also been used here in some domains. Arabic, Armenian Chinese, Dutch, French,

Greek, Hebrew, Persian, Portuguese, Turkish besides English have been spoken here and in some form continue to be spoken today. It is also reported that about 95 per cent of the people living in India today are the descents of immigrants. This is why there is such tremendous diversity in India. This diversity is described by some as a significance feature of the country (Katju, 2008).

1.2.4.2 Arabic in Madrassas Education

The Muslim community in India attach great importance to Arabic and the knowledge of it is essential in order to understand the Quran and the tradition of the prophet. Thus, Arabic schools (the traditional Arabic institution) such as Darul-Ulum Deoband and Darul-Lulma or Nadwat-UI-Ulom Lucknow were established areas where Muslims live to teach the language and religion (see, Ali, 2003, p. 143; Umari, 2003, p.155).

According to Qutbuddin (2007), the best known madrasas of India today are in the northern part of the country, especially in the state of Uttar Pradesh, Deobandh in Uttar Pradesh is the home of the famous madrasa named Dar al-Ulum. This madarasa was founded in 1866 which has a large library (133,070 printed books and 1,563 manuscripts). The madarasa focuses completely on religious education. It is described as a "mother institution" for Indian Muslim educational centers. The students from all corners of India and other countries, viz., Australia, Holland, Canada, Nepal, Bangladesh etc. come to study in this institute third for Islamic learning. The institute has produced hundreds of

scholars, reformers, writers and leaders who are well-known for their contribution in the Islamic fields, not only in India but also in foreign countries (see Khan, 2004).

According to Singh (2003) Dar al-'Ulum in Deoband is known today as 'the Al-Azhar' and 'the Mother of all Religious Institutions' in India. It seeks to combine the divergent intellectual and spiritual streams within Islam with the selected items from the modern western system in order to equip generations of Muslim leaders in India. Another well-known madrasa is the Dar al-UIQm Nadwat al-Ulama in Lucknow was founded in 1893. It focuses on religious learning, particularly Arabic, and includes some secular sciences as well. Its focus is on subjects, as opposed to the text-based approach of other traditional madrasas. The above two madarasas are Sunni institutions, the Deobandh madrasa a strongly salafi one. Two important Twelver Shite madrasas are also in the same town of Lucknow, the Madrasat al-Waizin was founded in 1919 and the Jamila Nazimiyya was founded in 1890. In Central India, the foremost madrasa is the Dar al-UIOm Taj al-Masajid was founded in 1948, in Bhopal. There are also several important madrasas. South India, especially the states of Tamil Nadu, Kerala, and Andhra Pradesh, also contain several important madrasas. The method of teaching Arabic in these madrasas is grammar-centered and text-oriented. The focus is on reading and understanding classical Arabic texts. Speaking skills are not emphasized, but stylized prose writing skills are given some attention. Generally, modern proficiency-based techniques are not used, although there is a slow move towards

their utilization. Rote memorization is favored over analysis. (Qutbuddin, 2007, pp.322-323).

India as a multireligious country is the home of all major religions of the world. The Muslim community is the minority in the country. They are the second largest population of Muslims in the world after Indonesia. The population is over one billion. Muslims comprise about 13% of the population. Of them 90 percent is Sunniah and 10 percent is Shia. Yet, this 13 percent of India's population is the poorest in the country and the income of the average Muslim is 11 percent less than the national average (Bunsha, 2006). It is said that only poor access Madrasa education. This might be due to the poverty and to the religious beliefs. The poor Muslims send their children to Madrassas which not only offer them free education but more importantly also free food and other living amenities (Alam, 2006). According to Baqavi (2003) the Muslim community in India teaches and learns Arabic language not only for their religious instructions but also for the preservation of their cultural identity.

Similarly, Jehangir (2003) states that the aim behind the establishment of religious institutions is to maintain and strengthen relationship of Indian Muslims with their religion in which they could lead their lives according to the principle and the teaching of Islam. He also argues that Indian Muslims as a minority are living in a secular country where there is no place for religion in educational system. In Jehangir's view these situation will keep alive the link between the

young generation and with their religion and also be instrumental in preserving their cultural identity (see, Jehangir, 2003, pp. 230-231).

Ali (2003) writes, it is not enough that Arabic Madaaris impart religious education. He suggests that Madaaris should include in their courses a programme for social services “or at least inculcate in the students awareness that those who suffer from poverty, illiteracy and disease deserve their sympathy” (p.149). He also suggests that the teachers and students of Maadris have to be sent to Al-Azhar University in Egypt and other universities in the Arab World for attaining mastery over Arabic language and literature. In Ali’s view this would help them in understanding the religious literature that is being printed on large scale in contemporary times (see Ali, 2003, p.151).

These views can be regarded as providing support to Madrassa syllabi and education. It’s worth observing at this juncture that critics of Madrassa curriculum have reacted emotionally. The emotional opposition to Madrassa can be found at both the academic and political level. This is evident from the editorial opinion published in the Times of India (9 February, 2005). The political commentator Ali Zaheer (2005) invited the attention of the readers through his article: “Ring in Reforms”. He began the article by noting the poverty of the large number of Muslims coupled with the grip of mullahs, particularly in rural areas who have been persuading Muslim parents to enroll their wards in Madrassas. He calls for a scheme of reforms in Madrassa education which can focus on revising the syllabi and places emphasis on teaching of Arabic on Modern scientific line. In addition

to the religious and Arabic module to the syllabi, modern scientific and secular disciplines should be added as part of the curricula and the teaching of English languages should be a given consideration that makes a person employable as the writer suggested.

1.2.4.3. Arabic in Higher Education

Arabic was introduced in many Indian colleges and universities since the nineteenth century. Arabic language and literature is taught in colleges and universities at all levels (graduate and postgraduates).

The India government is interested in development Arabic and its literature particularly Indo-Arab literature. As a result of this, a number of universities and research institutes aided by the government provided facilities for research. The University Grants Commission (U.G.C.) has further paid much attention to the higher studies and research in Arabic. This scheme was initiated to provide an opportunity for Indian students and developing countries of Asia Africa and Latin America to undertake advanced study and research leading to M. Phil, Ph.D and post doctoral research not only in humanities but also in science and social science at Indian Universities. Besides this scheme, a number of other scholarships are given every year to the Indian students of traditional institution (Madaris) to undertake advanced studies and research in Arabic. Here are some of these universities that offered Arabic courses to their students.

1.2.4.4 Aligarh Muslim University and some other universities

Some universities like Aligarh Muslim University (A.M.U.) has shown its responsibility and capability for teaching and research in Arabic language and literature. Since its inception in 1875, the Mohammedan Anglo oriental college established by Sir Syed Khan (1917-1898), who was one of the greatest educational reforms of the 19th century India, has grown into the university in 1920 and Arabic has been taught since then. A.M.U. is described as one of the largest residential universities of Indian with a population of around 28000 students. The university today has more than 90 departments grouped in 12 faculties and there are several other colleges, centers and polytechnic. So the department of Arabic has remained a center of attraction not only in the subcontinent but also in Asia. In the higher studies and research the department manages to cover all the literary period i.e. Pre- Islamic, Early Islamic, Medieval, Ummayyad, Abbasid, Spanish and Modern and also other important areas and fields like Indo-Arab literature, Mahjari Literature and literary criticism of the orientalist and critical edition of old Arabic text.

Attention has been paid to all the important areas of Arabic literature under the divisions of prose, poetry, personalities and books. Ph.D. and M.Phil courses were introduced in 1971. The research methodology is also taught in the department as a compulsory course for the Ph.D and M.A students. The study and the research work in the department has attracted several students from many countries such as Yemen, Liyabia, Thalind, Bangladesh, Iraq, Iran, Palestine (see,

i.e. Bari, 1997).The Department of Arabic is one of the oldest departments in the university. The Department enjoys a high reputation not only in India but also throughout the West-Asian countries.

Maulana Shibli Nomani, Abdul Aziz Memon, Professor Otto Spice and Professor Salim Krinkow of Germany have earlier been associated with the department. In the present day context also, the department has shown its worth and capabilities in modernizing the teaching and research work. The department has developed an Audio-visual language laboratory for acquiring proficiency in speaking and writing Arabic language.

The department has published books on varied topics by the staff members. It is providing Post-graduate teaching and Research to Indian as well as foreign students. About 200 M.Phil & Ph.D works have been produced. It has organized "Refresher Courses" for Arabic university teachers. The department has got D.S.A. scheme of U.G.C., Govt. of India. Five outgoing Staff members have received "President Award". It has organized National and International Seminars. The department is publishing an Arabic Journal "Al-Majma al-Ilmi al-Hindi" since 20 years. The department offers teaching from senior secondary level to post-graduate level and conducts research for the award of Ph.D. degrees.

There are some other universities in India that have Arabic departments.

These are as follows:

a) Calcuta University

This university was established in 1857 AD. Arabic as a subject was taught from the very beginning. However, department of Arabic was established in 1974. Since its inception, the department has been rendering valuable services in disseminating the knowledge of Arabic language and literature and promoting higher studies and research in the whole south India (Kutty, 2003, pp.69-70). The department of Arabic at Calicut university is one of the few Arabic departments in India where Arabic is made compulsory as the medium of instruction and examination and also for writing M.Phil and Ph.D dissertations.

b) Madras University

Madras University was founded in 1857. Arabic has been taught since 1927. It has been taught at the level of M.Lit. since 1947, whereas PhD studies in Arabic began in 1990.

c) Allahabad University

This university was established in 1887 AD. Arabic has been taught since then. MA in Arabic began in 1920 AD. Now the Department of Arabic offers graduate and postgraduate courses in Arabic.

d) Jamia Millia Islamia

Jamia Millia Islamia was founded in 1920 in Aligarh, UP, and moved to Delhi in 1925. Arabic has been taught since its establishment. The Department of

Arabic, which was established in 1972, offers graduate and postgraduate courses in Arabic.

e) Delhi University

This university was founded in 1922 AD. Arabic has been taught since 1958. The Department of Arabic offers graduate and postgraduate courses in Arabic.

f) Osmania University

Osmania University was established in 1916. Arabic has been taught since its establishment. This university has a department of Islamic studies in which Arabic is taught, and where research in Islamic studies (mostly Arabic-based) is encouraged.

g) Banaras Hindu University

This university was established in 1922 AD. Arabic has been taught at the department of Arabic, Persian and Urdu languages. Then Department of Arabic was established and now offers graduate and postgraduate courses in Arabic.

The issues relating to the teaching of Arabic in these universities and in other institutions in India have been the subject of several conferences and monographs. Furthermore, the Arabic language is offered as an academic subject in a few non-denominational universities. This phenomenon is less significant from a sacred language point of view, but it is interesting to note that the students

who learn Arabic in these universities are most often heritage students who do so for religious reasons. (Qutbuddin, 2007).

1.2.4.5. Arabic in the Publication / Media

The Arabic newspapers and magazines in India appeared later than English, Persian and Urdu ones. There are many reasons which made Arabic newspapers appeared later than others. One of the main reasons was that Indian Islamic scholars did not pay attention to these things; instead they focused on writing and publishing traditional Islamic books (in the form of interpretation of Holy Quran, hadith, and so on).

The first successful attempt was done by Masood Alam al-Nadawai, who established “Al-Dhiaa” magazine. It appeared in May 1932 AD. It was a monthly Arabic magazine which contained many topics in many areas such as science and technology, Arabic literature, and so on.

Before “Al-Dhiaa” there are some newspapers and magazines written in Arabic. “Al-Naf-ul-azeem li-ahl Aliqleem” was considered the first Arabic newspaper in India. Its first issue appeared in 1871 AD. Another popular magazine “Al-Bian” was first appeared in 1902 AD. It contained many topics about many different areas (i.e. Arabic literature, science, history, news, etc).

There are some other newspapers and magazines in Arabic such as “Al-Jamaah” which first appeared in 1923 AD, “Thaqafat-ul-Hind”- appeared in 1950 AD, “Al-Ba’ath-ul-Islami” magazine-appeared from Lucknow in 1955 AD, and

“Dawat-ul-Haq”- appeared in 1965 AD, “Sawat-ul-Umah”- by Salfia university appeared in 1969 AD, and “Al-Daey” magazine- appeared in 1976 AD.

According to Qutbuddin (2007), a large number of libraries in India house Arabic works by Indian and Middle Eastern scholars, including thousands of manuscripts, some very valuable. Some libraries are affiliated with madrasas and universities, and others are independent, public or private. Some of the most important in North India are the Rampur Raza Library in Rampur (6,000 Arabic mss), Mawlana Azad Library, Aligarh Muslim University, Aligarh (c. 12,000 Persian and Arabic mss), and Kutubkhana-i Nasiriyya (Twelver Shiite), Lucknow (c. 30,000 Persian and Arabic mss). There are also several publishing houses take a special interest in publishing editions of Arabic and Persian texts as well. The foremost such publisher is the Dairat al-Maarif al-Uthmaniya, Hyderabad-Deccan was founded in 1888. Institutions that sponsor publishing houses include the Institute of Islamic Studies, Muslim University Aligarh, Osmania University, Hyderabad; Government Oriental Manuscripts Library, Madras, Government of Bihar Institute of Post-Graduate Studies and Research in Arabic and Persian, Patna; a few are associated with madrasas, such as the Dar al-Musannifin (also called Shibli Academy), Azamgarh was founded in 1915. Presses of the University of Lucknow, University of Delhi, and Madras University also publish studies on Arabic works (Qutbuddin, 2007, pp.331-332).

To sum up, Indian is a fertile land for teaching and studying Arabic language and literature. Arabic is thought in many governmental and non-

governmental universities, colleges, schools and Madrassas (Islamic traditional schools) from primary level to postgraduate level. Moreover the government of India lavishly encourages learning Arabic by giving scholarships allocating financial support and paying homage to those who are eminent in Arabic. Parallely, the Indian Council for Cultural Relation organizes competition for the best books and articles written in Arabic language.

CHAPTER- TWO

REVIEW OF LITERATURE

2.0 Introduction

Since the major studies pioneered by Robert Gardner and Wally Lambert in the late 1950s and early 1960s and published in their seminal collective report in 1972, voluminous work has been done in different ways and by various researchers to investigate the significance and influence of individual differences variables in second/foreign language learning. Much of it has focused on a relationship between attitudes, motivation and achievement of learners in various cultural contexts and languages in Asia, Europe and North America.

This chapter reviews the literature and research relevant to the present study. It consists of a discussion of the concepts of 'attitude' and 'motivation' and their relation to both social psychology and learning a second/foreign language, socio-psychological approach of language learning, the individual differences in L2/FL learning, focus on attitudes and motivation in L2/FL, Gardner's socio-educational model of language learning, other perspectives on motivation and Language Learning, studies done in particular socio-cultural contexts and languages.

2.1 ATTITUDE

2.1.1 Introduction

Attitude has been defined and explored by a number of researchers from a variety of fields. However, Allport (1935, cited in Malim and Birch, 1998, p.649) referred to attitude as the most distinctive and indispensable concept in social psychology. Much has been written about attitude and research has been undertaken in the field of psychology and modern languages (Morgan, 1993, p.63). Attitude has contributed to the development of social psychology and second language learning and language attitude research is an extensive tradition rooted in different disciplines such as psychology, socio-linguistics and the sociology of language.

Cargile and Giles (1997, cited in Rashidi and Yarmohammadi, 2002, p.54) state that modern language attitude investigation can be traced back to the 1930s. Since then there have been a large number of studies and most of them have focused not only on subject's evaluative reactions towards accents and languages but also on the cognitive and affective problems of language learning. It is for these reasons, as Williams and Burden (1997) point out that:

Social Psychology of Language has developed into an important discipline in its own right, mainly due to the work of sociolinguists such as Howard Giles. . . It is not surprising, therefore, to find a number of models of language learning that are social-psychological in nature. (pp.115-116)

They also state that Gardner's model (1985a) has been the most influential model of language learning in the social psychology. It has since become as

Crookes and Schmidt (1991) point out, the established paradigm guiding the whole area of research as we shall explore later.

2.1.2. What is Attitude?

Before defining the concept of attitude and identifying its components and functions, it is useful to define psychology because attitude is related to psychology especially social psychology.

The word 'psychology' comes from Greek words 'psych' which can be freely translated as 'mind' or 'soul' and logos indicates 'study' or 'line of teaching', the psychologists have 'study of the mind'. Essentially, this definition exemplifies what psychology was about up to the end of the nineteenth century. Recently, the most widely accepted definition of psychology is that it is "the scientific study of behavior and experience" (Malim and Birch, 1998, p.3). By this they mean that through systematic research and psychologists aim to explore questions about the way human beings, behave and how they experience the world around them.

The broadness of the concept permits various definitions reflecting theoretical view points. Gardner (1985a) states that "the concept of attitude is complex" (p.8). Elsewhere, Gardner (1980) referring to Thurstone (1928) writes, the term 'attitude' can be conceptualized depending on the basis of the context in which it is used. He has identified attitude as "the sum total of a man's instincts and feeling, prejudice or bias, preconceived notions, fears, threats, and convictions

about any specified topic”(p.267). Here Gardner refers to Likert (1932) explains attitude as inference which is made on the basis of a complex of beliefs about the object.

Again, the term attitude originally used to refer to the disposition of the body, but now it is chiefly used for behaviour, feeling and thought “settled behaviour or manner of acting as representative of feeling; attitude of mind; deliberately adopted, or, habitual, made of regarding the object of thought” (see Margon, 1993, p.64). It is clear that this definition, as described by Morgan, is not only regarded as a matter of feeling but also of behaviour, and thought. Cognitive and conative types are automatically included in most social psychological texts. Morgan (1993, p.66) refers to Jaspers and Faser (1984, p.108) offer a useful table of different definitions of attitudes which occurs in the work of 17 different psychologists (taken from Allport’s original scale in Murchison, 1935). The eight definitions given: “mental, natural, general, readiness, afferent (receptive), efferent (response) evaluative and experience” This relative distribution reveals the basic of categories of definitions: The emotional on the one hand and the cognitive/ behavioural on the other. Most work by social psychologist seems to favour on or other of these two categories. However, the important components of all such definitions is the readiness to respond to a situation

2. 1.3. The Concept of Attitude

Allport (1935) defines attitudes as a mental or natural condition of readiness that influences an individual's response to certain objects or situation. According to him attitude is "a mental and natural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (Allport, 1935, p.810; cited in Malim and Birch, 1998, p.648). This definition suggests that an individual's experience creates 'a state of mind' which significantly influences behaviour in response to certain objects or situation (stimulia). The essential factor is experience which structures the response and perhaps the strength of the response, i.e. strong or weak attitudinal reactions.

Gardner (1985a) develops this definition further by stressing the relationship between attitude belief and opinion. Attitude, according to him is "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinion about the referent" (p.9). Consequently, he suggests that a belief and/or opinion may predetermine an individual's attitude. Gardner is more specific than Allport (1935), identifying belief/opinion as the constituent element of experience i.e. positive or negative favourable or unfavourable. Attitude are classified as either educational or social. Educational attitudes are those which involve attitudes toward the teacher, the course, learning the language, whereas social attitudes are those which focus on the cultural

implication of target language community “both educational and social attitudes appear to play a role in the second language learning” (Gardner 1985a, p.42).

So far, we have seen that attitudes are emotional and evaluative reactions toward attitudinal objects. Such reactions refer to beliefs or opinions about the attitudinal objects. Attitudinal objects can be both animate (e.g., a teacher) and inanimate (e.g., a foreign language). Attitudes toward referent objects can be observed as feelings, beliefs, and behaviors or actions toward the attitudinal objects.

McGuire (1989, p. 40, cited in Malim and Birch, 1998, p. 649) has linked attitudes to a tripartite view of human experience which has ancient roots in philosophy. He identifies the following types of attitude and character. His quotation is worth mentioning:

The trichotomy of human experiences into thought, feeling and action, although not logically compelling, is so compelling in Indo-European thought (being found in Hellenic Zoroastrian and Hindu Philosophy) as to suggest that it corresponds to something basic in our way to conceptualization, perhaps ...reflecting three evolutionary layers of the brain, cerebral cortex, limbic system and old brain.

The above definition, however, is conceptualized in rather general terms and is not relevant to the context of language learning. Next we describe the components of attitudes in detail.

2.1.4 Components of Attitudes

Attitudes have three components: affective, cognition, and behavior (Fazio, 1986; Gardner, 1985a; Malim and Birch, 1998; Backer, 1992). The first component is an affective component which includes feelings toward and evaluation of an attitude object. The second is a cognitive component which refers to belief or knowledge which individual has about an attitudinal object. The third one, behavioral component, has to do with intentions or actions related to an attitudinal object.

Malim and Birch (1998, p. 649) also provides a variation on this definition, suggesting that attitudes are widely held to have three components:

Cognitive, which includes perceptions of objects and events or reports or belief about them...Affective, which includes feeling about and emotional responses to objects and events...Behavioural or conative components. This concern intentions and predicts the way in which an individual may behave in relation to an object or event.

The three components are widely accepted by many researchers, as pointed out by Malim and Birch, but recently doubt has been cast upon the behavioural component. They say that it is hard to see how knowing someone's attitude towards something may realistically help us to predict his/her behaviour. Ajzen (1988, quoted in Backer, 1992, p.11) hold the same view that people do not always behave in ways which are consistent with their attitudes. They may be faced with conflict between contradictory attitudes. However, for Ajzen, "Attitude is a disposition to respond to favourably or unfavourably to an object, person, institution, or event".

Faizo (1986, p. 204) holds a similar view that attitudes consists of three components: “ an affective component involving feelings about an evaluation of the attitude object, a cognitive component involving beliefs about the feelings and beliefs about the referent, plus the intention to act the referent, construct the concept of attitude”. He adds that one of the main functions of attitude is to facilitate evaluation of objects.

Backer (1992, p. 10) is of the view that attitude is “a hypothetical construct used to explain the direction and persistence of human bahaviour”. He proposes that attitudes towards the language should be included in the concepts of attitudes in the language learning context, claiming that successful learners tend to acquire positive attitudes toward the target language.

Spolsky (1989, p. 150) claims that “a learner’s attitudes affect the development of motivation” and have more specific effects, so that attitudes appear to carry into particular motivation. This claim suggests that attitude can play a very important role in L2/FL language learning, as they would appear to influence students’ success or failure in their language learning.

Backer (1988, quoted in Ellis 1994, p.199) discusses the main characteristics of attitude as follows:

1. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feeling and emotions attached to them).
2. Attitudes are dimensional rather than bipolar-they vary in degree of favourability/unfavourably.

3. Attitudes predispose a person to act in a certain way, but the relationship attitudes and actions is not a strong one.
4. Attitudes are learnt, not inherited or genetically endowed.
5. Attitudes tend to persist but they can be modified by experiences.

2.2 MOTIVATION

2.2.1 Introduction

There is little agreement in literature with regard to the exact meaning of the concept of motivation but researchers seem to agree that motivation is responsible for determining human behaviour (Dörnyei, 1998). Researchers like Dörnyei believe that motivation concerns “the fundamental question of why people think and behave as they do, and we should never assume that we know the full answer” (Dörnyei, 2005, P.66). In fact, this is a major problem with the literature on motivations in L2/FL learning. One major problem with the literature on language learning motivation is a rather inconsistent use of terminology (Ellis, 1994). In this vein, McDonough (1981, cited in Crookes and Schmidt, 1991) points to tendency to exploit ‘motivation’ as a cover-all for a variety of cognitive, affective and behavioural considerations. Crookes and Schmidt (1991) have criticized Gardner’s socio-Educational model and consider that non-L2 approaches to motivation. They comment:

There has been no general agreement on definition on motivation and attitude or of their relations of one another.....consequently, the term motivation has been used as a general cover term -a dustbin-to include a

number of possible distinct concepts each of which may have different origins and different effects and required different classroom treatment.
(McDonough, 1981, in Crookes and Schmidt, 1991, p. 471)

In his review of motivation in both social psychology and language learning, Dornyei (1998) has come to conclude that “motivation is indeed a multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity” (p. 131). However, in their review of L2/FL motivation, Gardner and MacIntyre (1993a) have identified ‘motivation’ as the key factor in cognitive and affective spheres and have shown the close inter-relation of attitude and motivation.

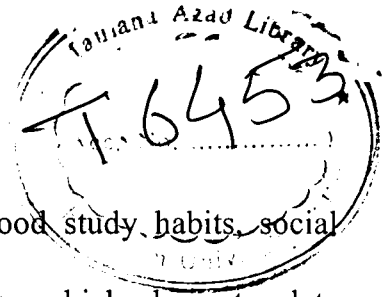
2.2.2 What is motivation?

Motivation is very difficult to define in L2/FL field. There are many different definitions. Dornyei (1998) states that motivation energises human being and provides direction. Gardner (1985a) describes his socio-educational model of language learning. He has examined the issue on theoretical and empirical basis from the social psychological point of view (Gardner, 1979, 1985; Gardner & MacIntyre, 1993a). The basic principle of Gardner's (1985a) view of motivation and second language acquisition is that attitude and motivation influence second language acquisition. A number of researchers have introduced broader concepts of motivation, based on a multiple number of factors, building on cognitive psychology and even on Gardner's theoretical underpinning (Dornyei 1994a,

1994b, 2001a; Dörnyei & Schmidt, 2001a, 2001b; Oxford & Shearin 1994; Crookes & Schmidt 1991).

2. 2.3 The concept of Motivation

Gardner (1985a, p.10) defines motivation to learn an L2/FL as “the extent to which the individual works or strives to learn the language because of a desire to do so, and the satisfaction experience in this activity”. He perceives motivation as consisting of three elements: as effort, a desire to achieve language learning goal, and favourable attitude toward the language of the degree of integrative motivation. Gardner argues that these three components can be assessed with the Motivational Intensity, Desire to learn the language and Attitudes toward Learning the Language scales of the Attitude/Motivation Test Battery (AMTB). Here, Gardner (1985a) relates motivation directly to actual behaviour. He provides a behaviourally based view of motivation “when the desire to achieve the goal and favourable attitudes towards the goal are linked with the effort and drive, then we have motivation organism”. (p.11). Thus, Gardner follows the general consensus that motivation is essentially a behavioural phenomenon during which latent influences contribute the emergence of learning directly activity. In other words he proposed the following equation which can be used to present the component of motivation. As Skehan, (1989, p. 45) puts it: $\text{Motivation} = \text{Effort} + \text{Desire to Achieve a Goal} + \text{Attitudes}$ explaining that motivation is made up first of effort but there are several components of efforts such as “compulsiveness, desire to



please a teacher, or parent, a high need to achieve, good study habits, social pressures, including examinations or external rewards, which do not relate specifically to learning a language” (p.55). In other words, Gardner suggests that it is important to study what channels this effort. Moving to the right hand side of the equation, attitudes for Gardner, as mentioned earlier, are “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent” (p.9). He goes on to say that the accumulated evidence in the area of second language learning indicates that attitudes are related to behaviour, though not necessarily directly. Gardner (1985a) also asserts this by saying that “the combination of effort plus desire to achieve of learning the language plus favourable attitudes toward learning the language” (p. 11).

Generally speaking, Gardner (1985, 2001, 2005a, 2005b) emphasizes the importance of all three elements, efforts, desire, and positive affect, arguing that in his socio-educational model, all these components belong together, are necessary to distinguish between individual, who is more motivated and that who is less motivated. The truly motivated individual displays effort, desire and affect. A ‘Motivated learner’ in Gardner’s model is, therefore, defined a one who (a) expends effort to learn the language, (b) wants to achieve the goal, and (c) willing to enjoy the task of learning the language (Gardner, 2001, p. 6). Moreover, in his current model, Gardner argues that motivation is a very complex phenomenon with many facets, claiming that it has been defined in many different ways by

different researchers and a single definition is not possible. However, he believes that most of the important characteristics of the motivated individual are alluded to in Keller's definition of motivation (1983). "Motivation refers to the choice people make as to what experiences or goals, they will approach or avoid, and the degree of effort will exert in this respect. (Keller, 1983, p.389, cited in Gardner, 2005b, p.3).

Gardner, in other words, expands Keller's (1983) concept of motivation suggesting that one can list many characteristics of the motivated individual. For example, he has listed tenth attributes that are characterizing of motivated learner. They are as follows:

- i) Motivated individual is goal-directed. For example, many of use have goals things we would like to have, but many never achieve because we lack many characteristics of the motivated individual that would aid in or obtaining these goals.
- ii) Motivated individual expends effort in attaining the goal of language learning.
- iii) Motivated individual is persistent. He/she shows a persistence and consistent attempt to learn the material by doing homework by seeking one opportunity to learn more by doing extra work and so forth.
- iv) Motivated individual is attentive. He/she attends to the tasks necessary to achieve the goals.

- v) Motivated individual has a strong desire to attain his/her goal. Such individuals will express the desire to succeed and will strive to achieve success.
- vi) Motivated individual exhibits positive affect. He/she enjoy the activities necessary to achieve his/her goal.
- vii) Motivated individual is aroused in seeking his/her goal.
- viii) Motivated individual has expectancies about his/her success and failure.
- ix) Motivated individual demonstrates self-confidence (Self-efficacy).
When he/she achieving some degree of success he/she is self-confidence about his/her achievement
- x) Motivated individual has reasons (motives). He/she has reasons for his/her behaviour, and these reasons are often called motives. (see Gardner, 2005a, p. 6: 2005b, p. 4)

Elsewhere Gardner (2006) summarizes what has been discussed above by saying that motivation to learn an L2/LF is not a simple construct but it is a very broad-based construct. For him the motivated individual is “goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)”(p.2). He believes that motivation has cognitive affective and conative characteristics and the motivated individual demonstrates all facets. Some

of these characteristics are cognitive in nature, some are affective, and some are behavioural. He suggests that motivation can not be measured by one scale it definitely can not be assessed by merely asking individual to give reasons for why they think learning a language is important to them. He states that:

If one is motivated, he/she has reasons (motives) for engaging in the relevant activities, persist in the activities, attend to the tasks, shows desire to achieve the goal, enjoy the activities, etc...without the associate motivated, a reason is just a reason, not motivation.

(Gardner, 2005b p.6)

Williams & Burden (1997) have suggested that motivation may be constructed as “a state of cognitive and emotional arousal, which leads as a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously see goal (or goals).” (p, 120). The writers believe that motivation occurs as a result of a combination of different influences. Some of these are internal, that is they come from inside the learner, such as a wish to succeed. Others are external, i.e., the influence of other people. This internal external distinction is one that has played a significant part in many current theories of motivation. (see Williams and Burden 1997, pp. 120-121).

These reviews on motivation offer interesting insights. It is thus reasonable to include Keller’s determinants of motivation such as interest (attention), relevance, expectancy (confidence), and outcomes (satisfaction) under Gardner’s terms: efforts, desire and positive attitudes (effect). In the researcher’s view, this suggestion might be helpful to enrich and/or expend Gardner’s (1985a) definition that is to narrow the gap between the characteristics of the motivated individual

that might display in which they are allude to Keller's definition. In such cases, Gardner's current definition of motivation remains powerful and comprehensive. It must be kept in mind that the view of motivation taken in the present study is based on Gardner's definition. 'Effort', 'Desire', and 'Positive attitudes (affect)' are the three elements which Gardner's identified as characterizing motivated learners. His criteria are appropriate and application in that it is fit well with the participants of this study.

One can conclude that motivation is what motivates us to act. It can be internal and/or external power which makes us as human beings to struggle to achieve our goals in life. Motivation is said to be like the food of the brain. It is inner psychological drive that impels learners to action (Brown, 2000). In the context to learn a language, say English or even Arabic, to learn to teach it. This simply statement reveals, however, the four elements it involves: the reason why we want to learn, the strength of our desire to learn, the kind of person we are, and the task, and our estimation of what requires of us (McDonough, 2007). Although motivation is a property of the learner, it is a transitive concept. Teachers can motivate their students. Though the learner who is not motivated is unlikely to learn because he/she will not exert the necessary effort to succeed. In contrast the learner who is strongly motivated to master a language is more likely to accomplish his/her learning goals. Furthermore, motivation is not easy thing to understand. It is a dynamic but it changes over time, especially in the usually long

drawn out process of language learning. Thus, motivation is remarkably is complex.

2.3 SOCIAL PSYCHOLOGICAL APPROACH OF LANGUAGE LEARNING

The social psychologists Robert Gardner and Wallace Lambert have chosen a social psychological orientation toward language learning motivation. They have been the pioneers in emphasizing the role of social psychological factors in L2/FL learning. They proposed a social psychological theory of language learning after conducting research for 12 years in Canada, USA and Philippines (Agnhotri et al, 1998). They carried out their best-known and historically significant studies of motivation as a factor of a number of different kinds of attitudes. The results of these studies indicate close interrelation of attitudes motivation and success in L2/FL learning. They have studied mainly English speaking learners of French in areas of North America where there is a community of French native speakers. They empirically found in all three American studies conducted in Louisiana Maine and Connecticut is that learners with higher integrative orientation are likely to achieve great proficiency. They (Gardner & Lambert (1972) concluded that “attitudes... influence and determine ones progress in mastering a foreign language” (p.143). However, they obtained different results when they examined the motivation of students of English in the Philippines. Here, they found the level of the learner’s

instrumental motivation correlated best with their success in second language learning (see Gardner and Lambert 1972, p. 141).

Gardner and Lambert, (1972) defined a social psychological theory of second language learning and motivation as:

...an individual successful acquiring a second language gradually adopts various features of behaviour which characterize another linguistic and, as is often the case, another cultural group the learner's ethnocentric disposition and his attitude toward the other group are believed to influence his successful in learning the new language. His motivation to acquire the language is considered to be determined by both his attitudes towards the other group and by his orientation toward learning a second language. The orientation takes as 'instrumental' form if the purposes of language study reflect the more utilitarian value of linguistic achievement such as getting ahead in one's work, and an 'integrative' form if the student is oriented toward learning more about the other cultural community, as if he were eager to be a potential member of the other group.

(Gardner and Lambert, 1972, p.228).

According to them a learner will learn a language well depending on whether he is integratively or instrumentally motivated to do so. By integrative motivation is meant the students desire to be interact with members of other target language community. In such a case, the successful learner must be one who is psychologically to adapt various aspects of behavior which characterize members of target language group. His motivation is determined by his attitude towards the target language and towards the target community and their culture in general. He learns more about the other cultural community because he might be interested in the cultural values of that community. On the other hand, instrumental motivation is based on the advantages of knowing a language for utilitarian or material aims.

It may occur where the language is, for example, being used to fulfill an education requirement, to get better job, to read materials in the language and do business with the other community, etc. Gardner and Lambert (1972) also hypothesized that an instrumental motive is less effective because it is not rooted in the personality of the learner but it depends on external influences. It seems that the importance of motivation has been treated as self-confident and language learning often involves strong positive or negative emotions but attitudes towards the language, the language community and the learning situation are very important. For Gardner and Lambert, motivation comes from attitude. They believe there are two significant kind of attitude: a) attitude towards the people who speak the target language which indicates an interest in learning the language in order to meet and communicate with the target language community and integrate with their culture; and b) attitude towards learning the language in which the learner assumes he or she can put the language being learned, i.e. instrumental or integrative reasons. Elsewhere Gardner (1985a) argues that attitudes towards learning the language is “fairly constantly related to achievement” whereas attitudes towards the other language community show “a more variable set of relationships” (p.39).

In their earlier studies in Canada, Gardner and Lambert (1972) have shown that the learners with an integrative motivation are more successful than those who are instrumental motivated. Lambert link this with O.H. Mowrer’s theory of first language acquisition which explains the motivation a child has to learn the language of the parents and child’s learning is motivated by a desire to become a

member of the environment. Mowrer (1950, cited in Garner 2005a) proposed that the small child learn his first language because of the reinforcements and drive reducing behaviour of his or her parents in early life, explaining that the child is motivated to adopt the features of the parents which serves as “rewarding and drive fulfilling substitutes when the parent is not present. One aspect of this is verbal behaviour” (p.10). Gardner goes on describing the process of child’s learning, that the child makes sounds similar to the parents in which he/she can gain some level of comfort when the parents are absent. He concludes “this leads to the gradual adaptation of many of the parental characteristics, resulting in the child’s identification with the parents” (p.10). In the same way Gardner and Lambert proposed that the similar type of process could be important for second language learning.

One might infer from the above the L2/FL learning is really social psychological phenomenon (Gardner, 1985a). The issue of individual differences like attitude/motivation is important because it addresses affective variables (in addition to cognitive variables) in learning an L2/FL Gardner and his colleagues have clearly indicated that learners’ attitudes determine how successful they will be in learning any language and that their motivation to learn it is determined by their attitudes. Gardner (1985a) states that “languages are unlike other subjects taught in a classroom in that they involve the acquisition of skills and behaviour patterns which are characteristics of another community” (p.146). Similarly,

Williams and Burden (1997) have expressed thoughts that are similar to the Canadian assertion:

There is no question that learning a foreign language is different to learning other subjects, mainly because of the social nature of such a venture language, after all, belongs to a person's whole social being; it is a part of one's identity and it is used to convey this identity to people. The learning of a foreign involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviour and ways of being, and therefore has a significant impact on the social nature of the learner. (p.115)

In his famous and landmark book (1985), *Social Psychology in Second Language Acquisition: The Role of Attitudes and Motivation*, Gardner provides a comprehensive historical review regarding the study of individual differences in L2/FL learning. In chapters 3 and 4 of this book goes into attitudes and motivation and their relation to the process of language learning at considerable depth. In addition to this, the Gardnerian model (socioeducational model) has had marked influence on theories of language learning. Gardner (1985a) presents a number of studies from a variety of socio-cultural contexts which support his theory that the significance of socio-psychological aspects of attitudes and motivation in language learning. As Backer & MacIntyre (2003, p. 73) claim "Gardner's theory takes the position that students' attitudes toward the target language group will affect their success in learning the language".

Over the years, the studies of attitudes and motivation are largely inspired by the various works of Gardner & Lambert (1972), and Gardner (1985a). Gardner's studies are based on his framework which he later developed

into his socio-educational model. This distinguishes psychologists (Gardner and Lambert), as indicated earlier, can be considered the pioneers of language learning motivation studies. They have worked so closely together since the late 1950s they have worked collaboratively as a team with many other researchers (e.g. Smythe, Richard, Clement, Genesee, Anisfeld, Fillenbaum, Tucker, Peal, and Hodgson). However, Gardner (1979) says that Lambert was the first researcher to propose the social psychological theory of L2 acquisition in 1963. It is interesting to know that Gardner was a Ph.D. student of Lambert and obtained his Ph.D. degree from McGill University in 1960. "it seems a bit unfair to name Lambert as the sole mentor for research in this area" (Beebe, 1988, p.68). The early work generated by this group of researchers at McGill University in Montreal Quebec (Canada) is best described by Beebe (1988)

...started the line of inquiry that continues today and that has had a profound effect on our understanding of second language acquisition . . . Consequently, nevertheless it would not seem proper to write about social factors in SLA which ignoring the very large and impressive body of research done in and around Montreal on achievement. (p. 68)

Similarly, Dornyei (1998) writes that until 1990s this research had been dominated by a social psychological approach inspired by the influential work of Robert Gardner, Richard Clement and their Canadian associates notably Peter MacIntyre and Kim Noels, pointing to the 1990s as a marked shift in thought on L2 motivation arguing that a number of researchers in different parts of the world attempted to reopen the research agenda as it will be explored in the next sections.

As was stated above, the study of L2motivation remains constrained by original research question that first launched Gardner & Lambert (1972). Their empirical question is worth quoting: “How is it that some people can learn a second or a foreign language so easily and so well while others, given what seem to be the same opportunities to learn, find it almost impossible?” (p.131). This question seems to be the fundamental question that has stimulated numerous investigations of the role of individual differences in L2/FL learning (Ellis, 1994; Skehan, 1989). Above all, similar questions come to mind: what motivates people to learn another language? Why there are differences in the level of proficiency attained in L2/FL among students who study in the same learning environment. What makes good second or foreign language learning? What keep them active towards this goal? (Sayed, 2001). Why people learn or fail to learn second languages effectively. Such questions have attracted attention from several scholarly quarters over the past decades and well definitely continue to do so and it is essential to find out why given more or less the same opportunities, do individual differ in linguistics performance (McGroarty, 2001).

2.3.1 Individual Differences in L2/FL Learning

As indicated earlier, motivation has been widely accepted by researchers as the key factor in affective and cognitive spheres that affect the rate and success of L2/FL learning (Dörnyei, 1998). As a result of this a considerable amount of research has been carried out of motivation to study language since Gardner and

Lambert (1959) first shed light on the role of attitude and motivation in L2/FL learning. The issue of individual differences variables like motivation, attitude, aptitude, intelligence, anxiety language, strategies, age, gender,...etc contribute to variability in the proficiency level of the learner learning L2/FL. These variables play an important role determining individual differences and how successful a learner will be in learning a language because they directly related to the learner and his/her success and help researchers to account for variance in L2/FL learning (Agnihotri, et al. 1998). Mitchell and Myles (1998) state that psychologist (especially social psychologists) have argued consistently that “these differences in learning outcomes must be due to individual differences between learners” (p.18). They claim that in real life observation or even in learning L2/FL, people differ greatly in the degree of ultimate success which they achieve with the result of this many proposals have been made to account the characteristics which cause these differences.

It can be noted that individual differences in L2/FL learning have been attributed to both cognitive and affective (emotional) factors. In their two-part review (1992, 1993a), Gardner and MacIntyre, refer to affective factors as those emotional relevance characteristics of the individual learners that influence how she/he will respond to any situation (p.1).

The issue of individual differences is important because it addresses affective variance (in addition to cognitive variables) in learning an L2/FL, and the

role of affective variables was to be questioned by some researchers, particularly in the 1990s. (See, e.g. Gardner, 1985a; Gardner & Lambert, 1972); Ehrman & Oxford 1995; Oxford & Ehrman 1993; Skehan, 1989,1991, Dornyei, 1994a, 1994b; 1998, Ellis,1994; Gardner & MacIntyre, 1992,1993a; Crookes & Schmidt,1991; Oxford & Shearin, 1994,1996).

As noted above individual differences have prompted in an investigating a variety of factors that can play a role in accounting for the diversity in learners' L2 attainment (Gardner, 1997, Skehan, 1989; Oxford & Ehrman, 1993, Gardner, Trembly & Masgoret, 1997; Trembly & Gardner, 1995). The individual differences that have investigated as important include general factors such as age (e.g. Ellis, 2004; Krashen, 1973); gender (e.g. Eisenstein, 1982); self-confidence (e.g. Clement, Gardner & Smythe 1977; Clement, Dornyei & Noels, 1994) and factors that are more directly related to L2 learning such as language aptitude (e.g. Ehrman & oxford, 1995; language anxiety (e.g. Horwitz, Horwitz & Cope, 1986; MacIntyre, Noels & Clement, 1997), language learning strategies (e.g. Oxford, 1993, 1996; Ellis, 1994); learning styles (e.g. Oxford & Ehrman, 1993; Skehan, 1989,1998) learner beliefs (e.g. Horwitz,1988). These general factors are extraneous to this study and will therefore not be addressed.

Among these individual differences, attitudes and motivations have been the most widely studied in the L2/FL literature. They have been considered to be the most important affective factors in language learning. Based on Gardner's et

al. (1997) meta-analysis of 1247 published articles on individual differences since 1985, the most frequently investigated topics was “attitudes” (40.8%) followed by “motivation” (22.1%) and “learning strategies” (18.2%).

It seems that much research on attitudes and motivation prior to the 1980s came from the field of social psychology (see, e.g., Gardner & MacIntyre, 1992, 1993a; Gardner & Lambert, 1972; Gardner & Smythe, 1975; Dornyei, 1998). Studies of learners’ attitudes and motivation have revealed the significant contribution to increased achievement L2/FL (Dornyei, 2001a). In his review of Gardner’s research, elsewhere Dornyei, (1998) pointed out that a basic assumption in a social psychological approach to learning L2/FL is the students’ attitudes towards the target language influence their success and that L2/FL are not like other school subjects. Amount of considerable researches have been conducted to investigate the significance and influence of socio-psychological variables like attitudes and motivation in L2/FL. Among the factors that could influence the outcome of L2/FL learning, motivation has been widely embraced by both practitioners and researchers as a critical determinant of success in language learning, and this belief is strongly supported by a wide range of studies on L2 motivation in the past four decades (Clément, Gardner, & Smythe, 1977; Clément & Kruidenier, 1985; Csiz’er & D’ornyei, 2005; D’ornyei & Csiz’er, 2002; Gardner, 1985a; Lukmani, 1972; Noels, 2001 Schmidt & Watanabe, 2001; Agnihitori, Khanna & Mukharjee, 1998; Sawhney & Agnihtori, 1998; Tremblay &

Gardner, 1995; Kraemer,1993; Gardner, 2003, 2006; Donitsa-Schmidt,Inbar & Shohamy 2004).

2.3.1.1 Focuses on attitudes and Motivation

In reviewing the literature on L2/FL motivation, it seems that there are two main streams in this regard. One comprises a series of studies conducted based on Gardner's Socio-educational model of language learning in which the role of integrative motivation, comprised of integrativeness, attitudes toward the learning situation, and motivation, was empirically investigated as a determinant of L2/FL attainment. The other stream calls for the implementation of new "agenda" for L2/FL learning motivation, proposing a number of alternative models with an attempt to gain a more in-depth understanding of L2/FL learning motivation within mainstream education. Crookes & Schmidt (1991), for example, claim research into motivation has been exclusively Social-Psychology in approach, and it has not given full consideration to current research into education and learning. The relation between attitude and motivation, classroom methodology, the role of feedback and the effect of classroom materials on the learner are areas which Crookes & Schmidt review in their analysis of current trends in motivation research at that time. In the meantime, Gardner (2005b) comments on the Crookes and Schmidt (1991) article, saying that "it was useful in that it urged individual researcher to seek other ways of conceptualizing motivation, it did a disservice" (p.2). *In fact, Gardner acknowledges that he is all in favour of new approaches and*

research agendas, and he was at the time. He agreed with the notion of opening up the research agenda, but he did not see how the concept of integrative motivation was as narrow as Crookes and Schmidt suggested, (see Gardner, 2005, p.2)

As stated above, the literature on L2/FL motivation has two main streams. While the former studies which based on Gardner theory of motivation investigated casual relationship among possible individual differences variable with various L2/FL achievement measure the latter attempts to identify possible variables that could be influence learners' motivation within the immediate L2/FI learning context. The following sections attempt to review each of these approaches.

2.3.1.2 Gardner's (1985) Socio-educational Model of SLA

The role of L2/FL motivation has been studied intensively over the last forty years, primarily by Gardner and his colleagues in Canada, where French and English are the two official languages. Gardner (1985a) has hypothesized that L2 learners with positive attitudes towards the target culture and people will learn the target language more effectively than those who do not have such positive attitudes. In their early studies, Gardner and Lambert (1959) found that aptitude and motivation were the two factors most a strongly associated with learner's L2 achievement.

The early work of Gardner and Lambert in Canada has two major influences on L2/FL research related to motivation. The first comes from the development of a battery Attitude Motivation battery Test (AMTB) to access various individual differences variables based on the socio-educational model (Gardner, 1985a). This has led to a large number of empirical studies in this area. The AMTB consists of a battery of both direct and indirect measures of aspects of attitude, and motivation connected to learning other languages. The indirect measures apply to attitudes towards the other language and its speakers and exploit techniques such as semantic differential. The direct measures apply across the range from beliefs about the importance of learning another language, through attitudes towards native Speakers to various aspects of motivational intensity. These measures make use of Likert Scales, which employ statement about the constructs under investigation in order to elicit responses from the learners regarding their level of agreement or disagreement. Data gathered from the use of AMTB is subjected to correlational or factor analysis to detect underlying relationship between various aspects of the scales.

The second major contribution of Gardner to language motivation is his synthesis of the results of many studies into his socio-educational model second/foreign language learning (See Gardner, 1985a).

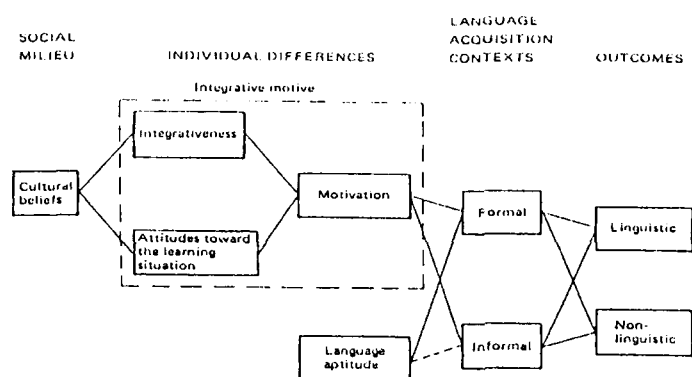


Figure.1 Representation of the Socio-Educational Model (Gardner, 1985)

In his defence of the socio-educational model, Gardner (1985a: figure-1) presents a number of studies from a variety of socio-culture contexts, which support his contention that L2/FL proficiency depends upon two independent factors. This first of these is language attitudes. The second is a socially based motivation. The latter is the concept of “integrativeness” that lies at the center of the socio-educational model which has been the focus of so much research effort over the last three decades of the 20th Century. There is still wide spread support of Gardner’s model to the present study. In this model (figure-1) Gardner (1985a) identifies a number of factors which are interrelated when learning an L2/FL. Gardner’s model looks specifically at L2/FL acquisition (learning) in a structural classroom setting rather than a natural environment. His work focuses on the foreign language classroom. The model attempts to interrelated four features of L2/FL learning.

These four stages, namely include, (1) Social Milieu. Here, Gardner stresses the overriding importance of socio-cultural influences by integrating

cultural beliefs deriving from the Social Milieu, (2) Individual Differences, motivation as a source of individual differences between learners, (3) Language Acquisition Contexts, the setting or the context in which learning takes place, the exploitation of both formal and informal learning opportunities, and (4) Linguistic and non-linguistic outcomes. The clear intention is to present these elements as casually linked with “integrativeness” a major determinant of success (Gardner, 1988).

The model has been highly influenced in studies motivation in L2/FL learning. It stresses the language learning is different from other subjects in that learning are required to learn and take on the behaviour type of another culture. The model also claims that culture beliefs also influence the development of the integrative motivation. It is this emphasis on positive attitude towards the other cultural groups that characterises Gardner’s explanation of language learning motivation.

The socio-educational model has undergone a number of changes but there is a considerable similarities between the earlier version and the most recent one (Gardner, 2001; 2005a). Generally speaking, Gardner’s work is more unique, more universal in that it has clear direct link to empirical research (Baker, 1992; Spolsky, 1989).

In his current model (fundamental model), Gardner (2005a) focuses on ability (intelligence and language aptitude) and motivation as the two most

important (independent) factors of language learning and achievement of language achievement. He shows how they involve in both formal and informal language learning context and motivation would be more involved than ability in informal contexts. Both contexts are shown to lead to both linguistics and non-linguistics outcomes (reproduced in figure 2). Moreover, this model predicts that educational settings and cultural contexts could influence on motivation, but not ability.

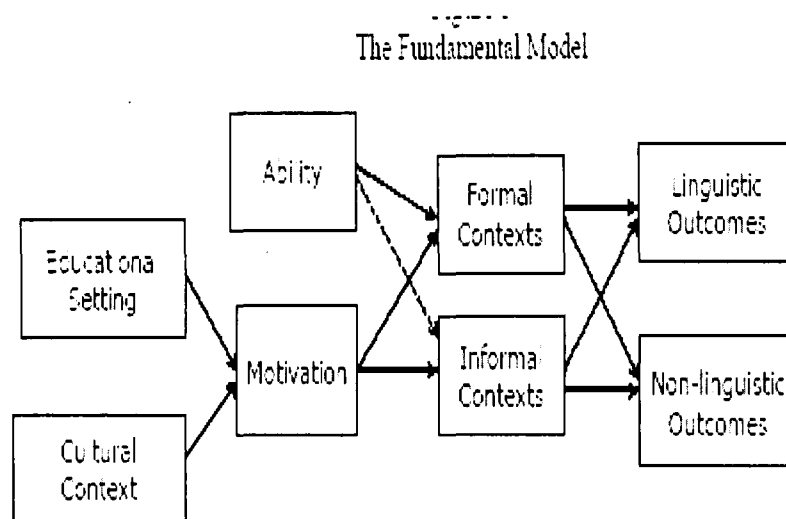


Figure-2: Representation of the Fundamental Model of Language Learning (Gardner, 2005a, b).

Again, in his current model (the socio-educational model in figure 3) Gardner (2005a) has proposed that the individual's motivation to learn a L2/FL is related to two classes of variables, attitudes towards the Learning Situation and Integrativeness which in turn affect a student's level of motivation. In some situations, the other variables instrumentality could also support motivation and implicate in language achievement. This is indicated in figure by the broken line linking Instrumentality to motivation. The bidirectional arrows linking

Integrativeness to Attitude Learning Situation and Instrumentality are indicated that the two pairs of constructs are expected to be positively correlated with one another. Learners who are high integrativeness would view the learning situation positively, other being equal and vice versa.

The model shows the relationship among ability, attitude, motivation, language anxiety and language achievement variables. As indicated in the figure, Ability and Motivation are linked directly to language achievement. It is assumed that individual differences in ability account for some of the differences in achievement which the learner can achieve high levels of achievement based on ability and/or motivation, but since these two factors are independent, the learner who is really high in both situations will be even more successful in language learning, other things being equal and vice versa.

The model also predicts that language anxiety could influence language achievement. This negative relationship as Gardner explains, can be interpreted as indicating that the high level of language anxiety interfere with the language achievement, or that low level of achievement cause individuals to be anxious where they are to use their language. And learners with high integrativeness would be high in instrumentality, there tend to be positive relationship between the integrative and instrumental orientation. There is no reason to expect them to be independent of one another (see Gardner, 2005a, pp.7-8).

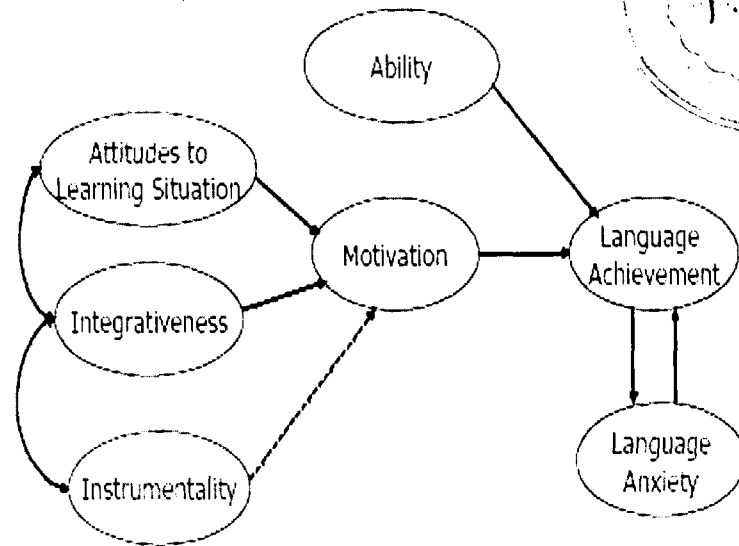


Figure 3: Representation of the Socio-Educational Model (Gardner, 2005 a,b)

In their research, Gardner and his colleagues have developed a series of measures to assess aspects of these constructs called The Attitude Motivation Test Battery. The AMTB was developed to measure the various components of the socio-educational model. The five major constructs with corresponding scales reproduced in Table 2.

Table 2: Constructs and Scale of the AMTB from Gardner (2005, p.9)

Constructs	Scales
Integrativeness	Integrative Orientation Attitudes toward the Target Group Interest in Foreign Languages
Attitudes toward the Learning Situation	Teacher Evaluation Course Evaluation
Motivation	Motivational Intensity Desire to Learn the Language Attitudes toward Learning the Language
Language Anxiety	Language Class Anxiety Language Use Anxiety
Instrumentality	Instrumental Orientation

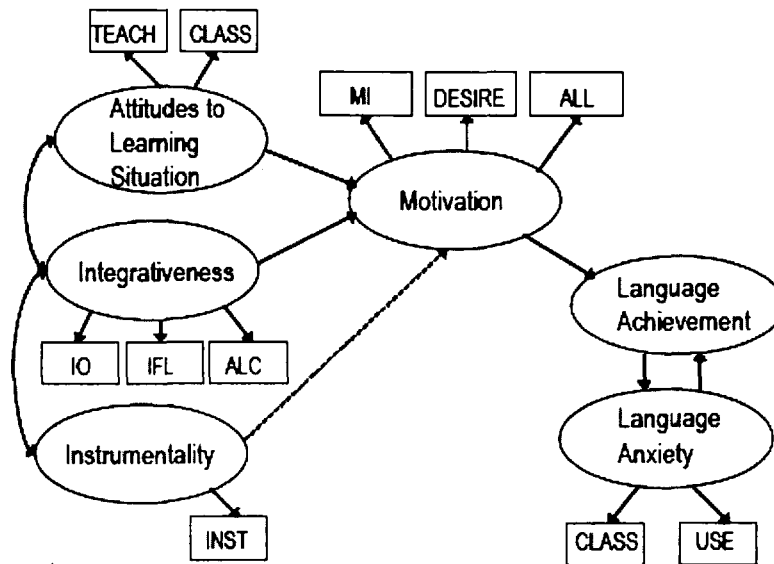


Figure 4. Representation of the Socio-Education Model with the Indicators
(Gardner, 2005 a,b)

As shown in this figure 4, there are eleven scales in the AMTB. The model shows the connection between the constructs and the measures. In this current investigation, the intent of the present study was to examine the learning of Arabic language from an Indian Muslim psychosocial prospective, via a modified version of the AMTB that would convey a more detail profile of the attitudinal motivational attributes in the learning of Arabic among Indian Muslim adult students.

Integrativeness

One of the major variables in Gardner's (2005a, 2005b) socio-educational model is integrativeness, reflects a genuine interest in learning the language in order to come closer psychologically to other language community. The concept

involves the individual's orientation to language learning that focuses on communication with members of other language group, a general interest in foreign group, especially through their language and favourable attitude towards the target language groups. That is, it reflects emotional identification, an openness or willingness to other cultures in general and interest in the target culture in particular. That is, the norms of the community when the second or foreign language is derived. As Gardner (2005a, 2005b) posits, individuals who are high integrativeness do not focus on their own ethno-linguistic community as part of their own identity, but instead are willing and able to take one features of another language group (if only just the language) as part of their own behavioral repertoire. According to him, individual differences in integrativeness probably formed from the interplay of cultural factors, family beliefs and attitude and even genetic predispositions. The concept is considered essential in influencing second language acquisition because the words, pronunciations, grammar, behavioural and cognitive features and the like are silent characteristic of another cultural community and thus the individual's open to the cultural norms will influence his/her motivation to learn the language. Given these considerations, integrativeness is then measured in AMTB by three scales. The three measures (with abbreviations used in Figure 4 in brackets) are: (a) Integrative Orientation (IO) an interest in learning the language in order to communicate, identify, socialize, etc. With the target language community and their culture; (b) Attitude

toward the Language Community (ALC) which can either facilitate or hinder the learning of the language; (c) Interest in Foreign Languages (IFL).

Attitudes towards the Learning Situation:

The second key construct in Gardner's socio-educational model is attitudes towards the learning situation. This concept refers in general to affective reactions to the language learning experience, it could involve attitude toward the teacher, the class, the text books or the text material and so forth. That is, the individual's reaction to anything associated with the immediate context in which the language is taught. There are two scales in the AMTB that provide an assessment of the language teacher and the course, though it is recognized that other factors could be included (Gardner, 2005a, 2005b).

The two measures are: (a) Language Teacher Evaluation (TEACH); (b) Language Course Evaluation (COURSE). From a broader perspective integrativeness and attitudes toward the learning situations can be categorized as "language attitudes" (Gardner et al. 1987, Tremblay & Gardner, 1995). In addition, attitudes related to the learning of a second or a foreign language are different from those found in studying any other subject in the curriculum. For instance, in learning a second language, not only we learn the language itself, but we also have to gain knowledge of the language and the culture it is associated with, and "take it in, as it were, and make it a part of [our] behavioral repertoire" (Gardner, 1985a, p. 5). Gardner emphasizes the linguistic elements such as

morphology, phonology and principles of grammar are considered integral parts that are associated with a specific culture. Those attitudes that an individual holds towards the target language and the target language community are considered to have a very significant influence on motivation. It is generally agreed that positive attitudes facilitate rather than hinder learning. Brown (2001) argues that second or foreign language learners necessarily become learners of the second culture because a language cannot be learned without an understanding of the cultural context in which it is used. Brown suggested that a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven such that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language is also the acquisition of a second culture and the teaching of a language without teaching culture is like teaching the language in a vacuum and it becomes rather meaningless because language is the world view and not just words (Brown, 2001).

Motivation:

The third major construct in the socio-educational model is motivation. Second or foreign language achievement is evaluated based on a student's overall language performance, including comprehensive skills in listening, speaking, reading and writing. There are many facets of motivation that can be examined. In their studies, Gardner and associates have focused on three major components, effort and persistence expended in learning the language (or motivation intensity),

the desire to learn the language, and attitudes toward learning the language. These three components in the model are necessary in capturing a learner's sense of motivation. That is, to distinguish between individuals who are more motivated and those who are less motivated. The three attributes assess important behavioural, cognitive and affective components as discussed earlier. In addition to his remarks, Gardner (2005a, 2005b) confirms that the motivational intensity (effort) is an important component of motivation but it might well be elevated in a classroom with an authoritarian teacher. Similarly, the two components, attitudes towards learning the language or desire to learn the language might well be elevated in classes with exciting, dynamic and socially warm teachers. All these represent reactions to the classroom and they do not necessarily reflect motivation in the true sense. In Gardner's view, the three components of motivation are necessary to define the truly motivated learner. He also demonstrates that integrativeness and the attitudes towards the learning situation serve as the major support of motivation and the same instrumentality could also serve under some circumstances.

Elsewhere Gardner (2001) clearly states that integrativeness and attitudes towards the learning situation are seen as two correlated supports for motivation but it is motivation that is responsible for achievement in the second or foreign language. Someone may demonstrate high levels of integrativeness and/or very positive attitudes towards the learning situation, but if these are not linked with motivation to learn the language, they will not be particularly highly related to

achievement. Similarly, someone who exhibits high levels of motivation that are not supported by high levels of integrativeness and/or favourable attitudes towards the learning situation may not exhibit these high levels of motivation consistently. The three scales in the AMTB used to assess motivation are: (a) Motivational intensity (MI); (b) desire to learn the language (DESIRE); (c) Attitudes towards Learning the Language (ALL).

Language Anxiety:

The fourth construct in the Gardner's model of motivation is language anxiety. This concept refers to the individual's apprehensive in the language class or setting, it could be aroused in many situations, such as interpersonal communication, language drills, examination etc. (Gardner, 2005a). From a broader perspective anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic system (Horwitz, et al. 1986). Most discrete problems caused by anxiety in the language learning classroom are related to listening and speaking such as difficulties with free speaking tasks or communication apprehension and fear of negative evaluation (Horwitz, et al. pp. 125-127). Gardner's (2005a) model asserts that language anxiety can deleterious effects on learning and inadequate skill can give rise to feelings of language anxiety. Two measures are employed: (a) Language Class Anxiety (CLASS); (b) Language Use Anxiety (USE).

Instrumentality:

The fifth construct in the socio-educational model is instrumentality. This notion refers to conditions where the language is being studied for practical and utilitarian reasons. To date the only measure is used: Instrumental Orientation (INST).

Gardner's studies on motivation focus on investigating the cause of L2 achievement. Gardner and his associates developed that self-report questionnaire that called the Attitude Motivation Test Battery (AMTB) as a tool to measure a number of attributes that are associate with L2 learning. Gardner's studies use the AMTB to measure individual differences variables. The casual relationship among the collected variables is investigated using quantitative analysis such as Factor Analysis or Structural Equation Modeling (Gardner, 2000; Gardner, 2005a). Gardner's model is useful and applicable as research paradigm because it is parsimonious "it has been impetus for many pervious studies, it suggests many testable hypotheses and it provides clear interpretations of previous research" (Gardner, 2005a, p.12).

Many studies have used versions of the AMTB to conduct research into the role of motivation in second or foreign language learning within Gardner socio-educational framework in L2/FL learning contexts outside of Canada. Due to differences in their measurement tools, methods of analysis and socio-cultural context, the reported results have varied widely. The following factors have been

identified as contributors of L2 proficiency. Language aptitude motivation and attitudes (Kraemer, 1993; Dörnyei, Csizér, & Németh, 2006); Self-confidence (Clement, Gardner & Smyth, 1977, 1980; Clement, Major, Gardner & Smyth, 1977), attitudes towards the language course (Donitsa-Schmidt, Inbar, & Shohamy, 2004); classroom anxiety (Muchnick & Wolfe, 1982); attitudes, motivation and language anxiety (Gardner 2005a; Gardner, 2006); exposure, education, stereotypes of the language and motivation (Agnihotri, Khanna & Sachdev,1998).

Gardner and Masgoret (2003) Gardner (2005b; 2006) investigated the relationship of second language achievement to five attitude/ motivation variables from Gardner's socio-educational model. They used Gardner's Attitude/Motivation Test Battery and other measures of second language achievement. They found out that integrativeness, attitudes toward the learner situation, motivation, integrative orientation, and instrumental orientation are positively related to achievement in a second language. They also found that motivation has an important role in the achievement of mastery of a second language. It found high correlation to achievement compared to other variable. Motivation was also found to be influenced by other variables, like attitudes toward the learning situation and integrativeness (Masgoret & Gardner, 2003). The authors did a meta-analysis of 75 independent samples, involving 10489 individuals, confirmed the relationship of these three components of Gardner's socio-educational model to second language achievement.

2.3.1.3 Other Perspectives on Motivation and Language Learning

In 1991, Crookes and Schmidt called for a reopening of the research agenda for study L2/FL learning motivation as mentioned earlier. They criticized studies conducted based on Gardner's (1985a) socio-educational model because of the lack of attention to classroom learning and a shortage of long term studies. This agenda influenced Dornyei, (1994a) in developing his framework which focuses on investigating motivational sources related to the learner's immediate learning situation. They have pointed out that there are limits to how Gardner's (1985a) socio-educational model could be applied; these limitations stem primarily from differences in motivation between L2 learners and FL learners (Crookes & Schmidt, 1991; Oxford & Ehrman, 1993). That is, most of Gardner's studies have used English-speaking Canadian students who are learning French in Canada where French is accepted as the lingua within their native culture, while most language learners in the U.S. are learning foreign languages (e.g. Spanish, French, German) where students have few immediate opportunities to use the language outside the classroom. Crookes and Schmidt, as Gardner (2005b) reported, they misrepresented and referred to the initial article Gardner and Lambert (1959), implying that they distinguished between integrative and instrumental motivation. But they (Gardner and Lambert) did not even use those terms. Crookes and Schmidt (1991; pp. 471-472) stated "Motivation is identified primarily with the learner's orientation toward the goal of learning a second language. Integrative motivation is identified with positive attitudes towards the target language group

and the potential for integrating into that group, or at least an interest in meeting and interacting with members of the target language groups". Gardner noted that this is their definition, not his "In fact, they [Crookes & Schmidt] even noted that it was not mine", he said. They state "what is not noticed or commented upon, however, is that the "integrative motive" in Gardner's more recent model (Gardner, 1985a; 1988) is not longer equivalent to attitude toward the target language community and is not equivalent to a score on the integrative orientation subscale of the AMTB or any other subscale of the AMTB" (p. 475). "But the simple truth is, it never any one of these", Gardner said. (See, Gardner, 2005b, pp.2-3).

Generally speaking, Crookes and Schmidt proposed new research agenda which attempted to expand the definition of L2/FL learning motivation, broadening the concept of motivation. (Dornyei, 1996, 1998, 2001a; Oxford & Shearin, 1996).

Dornyei & Otto (1998), for example, define L2motivation in their model as:

....dynamically changing cumulative arousal in person that initiates, directs, coordinates, amplifies, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or un successfully acted out. P. 65.)

The reformists criticize Gardner's studies for being too limited in two ways: (1) despite the large sample of subjects with whom he usually works, his research is always based on one-shot questionnaires (i.e. data collected at one point in time) that are examined in relation to the final achievement measure; and (2) the integrativeness is not ... important for L2 achievement in classroom-based

'foreign' language instruction outside Canada. They claim that motivation is more complex and cannot be measured by a one-shot questionnaire as it changes due to a number of environmental factors in addition to integrativeness. Dornyei (2001a) claims that a more "educational orientation in L2 motivation research is needed" (p.105). The common belief underlying such as an educational movement seems to be focus on motivational sources closely related to the learner's immediate learning situation rather than their overall attitudes toward the target culture (i.e. integrativeness). In contrast to Gardner's claim that "the source of the motivating impetus is relatively unimportant to provide that motivation is aroused" (1985a, p.169), these reformists value the learning situation to find ways to motivate students (Oxford & Shearin, 1994).

In fact, Gardner's socio-educational model does include learners' attitude towards the learning situation (teacher and the course) as a part of integrative motivation. The language acquisition context also include as one of the elements that influences learners' motivation (Gardner 2001). However, Dornyei (2001a) still argues:

.....the main emphasis in Gardner's socio-educational model has not been on elaborating on the range of possible motivational antecedents....but on determining whether motivation has been aroused and specifying the learning consequences of this arousal in relation to the impact of other non-motivational factors as intelligence (p.106).

In fact, Gardner's socio-educational model presents the importance of the L2/FL learning context on students' attitudes and motivation in contributing to better L2/FL learning. With the new perspectives, several alternative motivation

approaches, models, and framework have been proposed. These new models are focused on the classroom-based L2 acquisition context, and have attempted to illustrate various factors that may influence L2/FL motivation.

Crookes and Schmidt (1991) adopted Keller's motivation system (1983) and identified four levels of motivation and motivated learning, namely the micro level, the classroom level, the syllabus or curriculum level and the extra curricular levels. Oxford and Shearin (1994) suggested broadening L2 motivation theories by introducing emerging new concept in motivation psychology such as Need theories and Instrumentality (Expectancy, value) theories. Need theories related to their varying needs, and they instigate, direct and sustain actively to satisfy these needs. Also, L2 learners feel the need to achieve believing that doing the specified tasks will produce positive results that can increase personal values. Similarly, expectancy value theories claim that L2 learners engage in tasks to achieve some valued outcomes, determining the degree of effort that they expend. Furthermore, Spolsky (2000) suggest that motivation research should incorporate the methodology of using sociolinguistic data and psycholinguistic data because language learning is dynamic social phenomenon.

Dornyei (1994a) claims that L2 motivation is eclectic, multifaceted construct, thus it needs to introduce different levels to integrate the various competent. Adopting Crookes and Schmidt's approach (1991), he found it is useful to separate L2 motivation into three motivational components (i.e. motive

and motivational Conditions). Language level, learner level and learning situation level. Language level focused on orientations and motives related to various aspects of L2 such as the target culture and the potential usefulness of L2 proficiency. Learner level concerns affected cognitions underlying the motivational processes. Learning situation level consists of both intrinsic motives, and motivational conditions concerning three areas; (1) course-specific, (2) teacher-specific, and (3) group-specific.

Similarly, Williams and Burden (1997) proposed an “interactive model” providing a comprehensive framework for L2 motivation rooted in social constructivist tradition. In their model, motivation is seen as a choice about action and behaviours that L2 learners make depending on a complex interplay between internal factors (e.g. personality, confidence) and external factors (i.e. socio-cultural contexts).

To sum up, McGroarty (2001) in a paper entitled “Situating Second Language Motivation” has clearly highlighted the study of second language motivation with concomitant development in the field of educational psychology and L2 learning. He remarks “the study of L2 motivation amidst some the developments in cognitive and social psychology as a whole contribute to renewed appreciation of the complexity and particularity of the factors affecting L2 learning” (p.69). He goes on to describe the seven papers which presented at the AAAL 2000 colloquium on motivation and second language motivation-the

papers later published as technical report # 23 in 2001- (see Dornyei and Schmidt, 2001). In McGroarty's view, the papers in the AAAL colloquium have contributed to better understanding the multifaceted nature of motivation and they reflect new information on the personal, social, and situational aspects of L2 motivation (p.70).

Existing research on L2 motivation. Like much research in education psychology, has begun to discover the multiple and mutually influential connection between individuals and their many social contexts, contexts that can play a facilitative, neutral or inhibitory role with respect to further learning, including L2 motivation.

(McGroarty, 2001, p.86)

2.4 Studies conducted in Particular Sociocultural Contexts and Languages

2.4.1 Studies Done in India

Several studies have been conducted in India especially in English as a second language (Lukamani, 1972; Khanna & Agnihotri, 1998; Sawhney & Agnihotri, 1998; Agnihotri, Khanna & Mukherjee, (1998). These studies partly used Gardner and Lambert's social psychological framework and/or Gardner's model of SLA in investigated the role of attitudes and motivation in learning English as a second language and French as a foreign language Sawhney, (1998) and acquisition of Hindi by Tamil in Delhi (Sawhney & Agnihotri, 1998). These studies have found negative correlations between attitudes and language

proficiency and/or achievement, only the one by Sawhney & Agnihotri, (1998) found positive correlation (in this case Hindi). The results from these studies show that it is the social variables like exposure, schooling, educational background, patterns of language use or frequently and intensity of contact, etc. rather than psychological variables (attitudes and motivation) which are responsible for determining success in second or foreign language learning in India.

The psychological variables were found to correlate to language proficiency and/or achievement indirectly by being related to social variables (i.e. the family background, learner's educational background and exposure). Furthermore, it has also been found the overriding importance of instrumental motivation over integrative motivation. The attitudinal configurations are particularly complex in multilingual countries such as India, as Agnihotri, et al. (1998) point out, attitudes have no direct relationship with achievement. The authors attributed such findings to the fact that there is not identifiable native English speaking community in India.

In his study Khanna found that Indian undergraduate's achievement in English was influenced more by schooling, control of English, exposure to English, use of English among friends, etc. than by attitudes and motivation. Attitudes were found to have significant correlation only with the variables of exposure and language use and best predictor of achievement were proficiency in English and schooling. These social variables are more important in determining

proficiency/achievement in English in India. He concluded that “....different sets of individual and social variables are likely to cluster with different linguistics skills in different social settings” (p.262). Agnihotri, Khanna and Mukherjee (1998) found similar results showing that Indian undergraduate’s achievement in the use of English tenses correlated significantly with their schooling, patterns of English use and stereotypes of the English language.

Agnihotri, & Khanna (1998) provided that Indian students are not integratively motivated. They are always instrumentally motivated to learn English “...the motivation for learning English has never been integrative, it is, and has always instrumental” (1998, p.142). Here, Agnihotri & Khanna studied first year Indian undergraduates of the University of Delhi (61 males and 25 females), found that all the achievement of the students in the oral skills of English correlated with social variables and the psychological variables such attitudes and motivation were found to have no predicative value of the speech skills of the students. The variables that turn out to be highly significant are schooling, English marks in the previous examination, patterns of English use and the stereotypes of the English language, etc. Khanna & Agnihotri (1998) believed that the Gardner and Lambert’s distinction between instrumental and integrative motivation was not able to capture the complexity of motivation in India. This led them to modify Gardner and Lambert’s term of motivation, arguing that the participant’s reasons for learning English were largely instrumental in nature not integrative and

classified the responses of students into complementary and supplementary reasons. The former included reason to learn English to get a job, higher education and the latter to read foreign culture, to watch films or feel superior.

Lukmani (1972) found the same that instrumentally motivated Indians were successful at learning English and that instrumental motivation scores correlated best with their success when she studies Marathi-Speaking high school students (60 all female) learning English in Bombay. Lukmani concluded that “English proficiency arises from the desire to use English not as a means of entry into a reference group, but as a tool with to understand and cope with the demands of modern life”. (p. 271). Lukmani’s study ignored the social variables as Khanna and Agnihotri (1998) pointed out ... she accepted Gardner and Lambert’s (1972) distinction between integrative and instrumental motivation.

Mathur (1991, reported in Sawhney, 1998), examined the role of social psychological variable in the proficiency/achievement levels of Indian students learning German in Delhi, found that social variables like learner’s educational background exposure and self-image were the most important predictor of success in learning German. Education alone accounted for 33 per cent in German scores. Another important finding was the overriding of instrumental motivation over the integrative motivation. Sawhney & Agnihotri (1998) remarked that the attitudes were not found to account for any variance “perhaps psychological variables like

attitudes and motivation would have a great role to play in foreign language learning if a native German community has been present in Indian” (p. 128).

Agnihotri & Khanna (1997, cited in Sheorey & Nayak, 2002) provide empirical evidence indicating that Indian students have positive attitudes towards the learning of English. After surveying over 1100 participants, they concluded that the urban Indian students “appreciate the association of English with higher education employment opportunities, social mobility career and advancement and access to knowledge” (quoted in Sheorey & Nayak, 2002, p. 17). Elsewhere Khanna & Agnihotri describe the role of English in India. They state:

English in India is taught as a major second language in schools and colleges for historical, political, social and cultural reasons which are radically different from those underlying the introduction of French in U.S.A. or Canada, or English in the Philippines.

(Agnihotri & Khanna, 1998, p. 82)

The status and importance of English in India today is also described in terms of its use as a link language for a medium of communication in a variety of domains like education, administration and commerce among educated people and the mastery of it becomes a symbol of social and educational accomplishment (see Sheorey & Nayar, 2002, p. 16). English becomes an integral part of Indian’s linguistic repertoire (Kachru, 1986, cited in Sheorey & Nayar, 2002).

One can remark that English in India is learnt as international language rather than with reference to a community of English native speakers, i.e. British

or American, so that it is not surprising if integrative attitudes are not so significant as the learner's instrumental reasons for studying the second language.

One might ask why in India the motivation for learning English is instrumental. Many reasons can be given to explain why instrumental motivation is significant. Dornyei (1990) argues that instrumentally motivated learners who are unfamiliar with the culture and people from the target language community, cannot construct strong integrative motivation because of the cultural distance. He claims that the greater the cultural distance between the learner and the target language community, the greater the instrumental motivation. This argument suggests that instrumental motivation can be only influential than integrative motivation in certain educational contexts as such India.

2.4.2 Studies done in the Arab World (Middle East)

2.4.2.1 Studies in Palestine/Israel

A number of research studies have been conducted in the Middle East particularly Palestine/Israel (Kraemer, 1993; Abu-Rabia, 1998; Inbar, Shohamy and Donitsa-Schmidt &, 1999; Inbar, Donitsa-Schmidt & Shohamy, 2001; Donitsa-Schmidt, Inbar & Shohamy, 2004) investigated the attitudes and motivation of Jewish students learning Arabic and Arab students learning Hebrew.

Most of these studies have shown that Israeli Jewish students hold negative perceptions, stereotype, and prejudices toward Arabic speaking people and their

language and culture. Similar results were revealed in the some context in which Arab students were generally found to possess negative attitudes to Hebrew language and Israeli Society. The reason has been fundamentally attributed to the Israeli-Arab conflict. The conflict effects on the learning and teaching of Arabic by Jews, also affects Arab students learning Hebrew. However, the studies of Inbar & associates (1999, 2001, 2004) have shown that the educational context is as meaningful and significant as the social milieu in affecting students motivation and attitudes. The findings of these three studies indicate that changes the educational context in which Arabic language is taught is Israeli Schools, in terms of starting the age of Israeli Jewish students and the choice of spoken Arabic (Palestine dialect) rather than the Modern Standard Arabic brought about positive changes in learner attitudes and motivation towards the target language and its speaker and culture. As we shall turn to them later.

Abu Rabia (1998) investigated the attitudes of Israeli Jewish students learning Arabic and coexistence with Arabs within the problematic Israeli-Arab social contexts. He found that the students attitudes towards Arabic and Arabic society were negative and their attitudes towards the Arabic learning situation were positive, a finding that Abu-Rabia indicated to the teacher in charge of designing the class learning situation, not the social context had a strong impact on the Arabic learning of the Jewish 7th grade children. Beside this study, Abu-Rabia also found the young Israelis possessed low instrumental and indoors integrative motivation but their army service motivation and out doors integrative motivation

was high. He suggested that the indoors integrative motivation “where learners feel emotionally identified with the language and culture and allow this new ‘foreign’ language to enter their home” (p.155). While the outdoors integrative motivation referred to the learners willing to “interact with the language and its culture but outside their private domain” (P. 155). The researcher in this study defined that operational definition as a multicultural orientation in which the minority prefers in order to protect its ethnic uniqueness from acculturation and assimilation in the foreign culture, claiming that the Jewish learners were willing to live with Arabs mixed cities and neighborhoods but not to blend in. Further, they were interested in reading the familiar text and their understanding of it was higher than their understanding in the unfamiliar text. They evaluated the Prophet Mohammed significantly more positively than the British character.

Abu-Rabia reported a surprising result where Jewish children in Northern Israel studying Arabic as a third Language for four hours a week, evinced positive evaluation of the prophet Mohammed compared to with the British character, a finding that Abu Rabia indicated might be due to the objectivity of the written language which not influenced by the macro problematic Israeli- Arab social context. He writes:

...the character of the Prophet was depicted as unrelated to the Jews but as a Prophet who made historic efforts to spread his religion all over the world. Islam in Israel is associated with fundamentalism inside Israel and the Hamas Movement in the west Bank and Gaza, while the British government has positive relations with Israel.

(Abu-Rabia, 1998, p. 162)

The author concluded that the Israeli Jewish students studied Arabic for army purposes and not for daily life interest or emotional identification. Their army purposes orientation was strong and their emotional support for the Arabic language and culture was low. They did not see themselves socializing and interacting with Arabs at the emotional intimate level of life.

Here it should be mentioned that the researcher has used the related/familiar and unrelated/and familiar texts based on questionnaire in order to evaluate the feelings of Jewish students toward the class room situation. For him there was a reason to suppose that the students would evaluate the character of the Prophet Mohammed negatively and the British Character positively. According to him, both texts conveyed historical facts. The unrelated or unfamiliar text outlined the life of the prophet and some Islamic principles. It described in brief the history of Islam and “why the prophet fought against the enemies of God and successfully expanded the Islamic empire” (p. 156). He chose the character of the prophet for evaluation in order to disclose the students feeling toward Islam and the Arabs in Israel “the prophet would be a symbol of Islam and the Arabs”. In Abu-Arabia’s term, a “symbol of conflict”, for the Jewish students. While the related or unrelated text outlined the acquisition of creation by the state of Israel, the text describes the tension among Arabs, British and Jews. The text also presented historical facts of Israel’s war against the Arabs and the Arab countries and against the British to establish the Jewish state (see Abu-Rabia, 1998, p. 156).

The teaching of Arabic in Jewish schools is regarded by some Israeli scholars as one of the valuable goals of the Israeli educational policy (Donitsa-schmidt, et al. 2004). Arabic is a compulsory language for three years in grades 7 to 9. About 60% of Israeli schools Arabic is a compulsory and 30% of Students are given the choice either Arabic or another foreign language (most commonly French or English). The rest 10% study randomly assigned by the school to study Arabic or another foreign languages (Inbar, et al. 2001).

Despite the effort of Israelis to prompt the teaching of Arabic as a second language in Jewish schools, the teaching of Arabic to Hebrew speaking students is considered to be suffering from many problems such as negative attitudes and stereotypes by Jewish students and their parents, low motivation and resistance to studying the language and low level of proficiency and a high dropout (Donitsa-schmidt, et al. 2004).

In her study Kraemer (1993) investigated the role of attitudes and motivation of Israel Jewish students studying Arabic as a foreign language in Tel-Aviv. She found that motivation to learn Arabic among Israeli high school students was related to needs for national security. The integrative attitudes were not a significant contributor to motivation among the Jewish student. Kraemer successfully tested Gardner's motivation model. She demonstrated that it also works in environments that are considerably different from the Canadian context where it originated. She obtained similar causal model for the Jewish students of Arabic and demonstrated that a socially relevant construct, identified as social

political attitudes had an indirect effects on motivation. Gardner (2005b) remarks, the study of Kraemer “reflect close social distance equal civil rights and optimism about peace in the future” (p. 8) but exaggeration remarks!. Elsewhere Gardner and MacIntyre (1993) describe Kraemer’s study as a particular informative, arguing that it shows other factors such as social political attitudes, political optimism, national security orientation that are considered necessary to reflect the socio-cultural setting inside Israel. Gardner and MacIntyre recommend that it is necessary to consider the factors that could contribute to the motivation to learn a second or foreign language in different socio-cultural contexts.

According to Inbar et al. (2001), an attempt was made in 1996 to change Israeli Jewish student’s attitudes and motivation by changing the educational context. The project was imitated in Tel- Aviv, where 4000 Hebrew-speaking students are participating in a programme or Palestinian dialect. The Israeli Jewish educators decide to start the teaching of spoken Arabic (Palestinian dialect) before the literary form (Modern standard Arabic) earlier in grade 4 instead of grade 7 (a change from 12 to 9 years old). A goal that Inbar et al. (2001), and Donitsa-Schmidt et al. (2004) suggested might improve the Jewish students motivation and attitudes towards the Arabic language and its culture. The authors claim that attitudes like all aspects of the development of cognitive and affect developed early in childhood even children developed negative or positive attitudes towards a particular language and its target speech community as a result of their socialization process (Aboud, 1994, as cited in Donitsa-Schmidt et al., 2004).

In all three studies investigating the attitudes, and motivation of Israeli Jewish students studying Arabic in Jewish elementary Schools, Inbar et al. (1999); (2000) and Donitisa-Schmid et al. (2004) reported a surprising result where Jewish students in Tel-Aviv revealed positive attitudes towards the Arabic language, its culture and speakers. Their studies show that the students who studied Arabic were found to have higher motivations for political, instrumental, cultural and parental reasons and higher motivation to study the language in the future in comparison to those who didn't study Arabic. In spite of pervasive negative attitudes towards the target language and target language community, students who studied Arabic had a more positive attitude towards the language, its people and its culture than those who did not study it. While initially they did not choose to study Arabic, their attitudes towards the language and culture were found to be significant predictors of their desire to continue studying the language. Other variables that affected the generation of positive attitudes were age at which they began to study Arabic and parental attitudes. They also found that students rated Arabic as more pragmatically important and contributory to peace between Arabs and Israel than those who did not study Arabic.

The findings of these studies that Inbar and associates reported be related to the motivational change and /or the motivational effects of the bicultural excursion programme. This area of research, as Dörnyei (2002) pointed out, related to the question of how to motivate learners so the Israeli researchers as mentioned above examined how the teaching of spoken Arabic affect in attitudinal / motivational

disposition of Israeli school children. The results of these studies, as Inbar and associates claim, the teaching of language help to improve attitudes towards the other group, its languages, culture and speakers. In short, attitudes and motivation are enhanced by the L2 learning experience in itself, a finding corroborated by Dörnyei et al. (2006). His finding suggests that, in Hungary, students studying an L2 were more motivated and had more positive attitudes towards the target language and target language community than students who were not learning the language. Motivation was not affected by whether the language courses were obligatory or elective. Similar results were found in a study conducted by Dörnyei (1998). Contact with speakers of the target language is also significant in promoting positive language attitudes but Dörnyei et al. (2006) note that this encouraging effect loses momentum at a certain stage beyond which it 'backfires', especially in places where contact with the target language community is high. The novelty seems to wear off with 'cosmopolitan saturation level' (149).

It must be pointed out that the data of Inbar & associates (2001, 2004) have been collected before the Palestinian Intifada (Al-Aqsa fire Anti'fada) in 2000 and Israel has been in state for war with Arabs since 1948. The findings of these studies were taken as a proof that Israeli Jewish students' attitudes were related to positive outlook toward Arabic and its speaker and culture but the result of these studies is that it is not known whether Israeli children chose to learn the language (in this case Arabic) or the learn of the language that created motivation. The connection between foreign languages developing high motivation to learn is not

really clear. The question that arises here whether the results for those studies are only specific to Palestinian/Israeli context or would be replaced in studies conducted on learners different ages, other languages and other contexts is in fact unknown (Inbar et al. (2001). It does not seem to matter whether the students hold integrative or instrumental orientations. Their positive attitude will not remain the same when they grow up because of the nature of attitude change and the conflict between Israelis and Arabs in the region. The conflict can be traced to the end of 19th century when the Zionist immigrants started to come to Palestine in order to search a national home for Jews. The massive immigrative of Jews and the occupation of Palestine escalated the conflict. The Zionist State of Israel has been set up in the heart of the Arab World since the establishment of the state in 1948 (Bakalla, 1984). In actually fact the Israeli/Arab conflict has generated several wars and permeates every aspects of people life in the region particularly the Gasa Stripe and Beirut. Many attempts have made to put an end of the conflict and to initiate and maintain progress in resolving core problems such as the establishment of a future Palestinian state and it boarders and the status of Jerusalem (Al-Quads) and the refugees and the Jewish settlement activity in occupied Palestinian land but it is very difficult to resolve a deeply rooted conflict that has lasted for generations.

2.4.2.2 Studies in the Arabian Gulf Countries

Research in the Arab world has also shown that the Arab students have positive attitudes towards the Western languages, mainly English and they learn it

primarily for its utilitarian value. They are instrumentally motivated and are not integratively motivated.

The study of Fahmy & Bilton (1992) has indicated that Omani university TEFL students are secure in their identity as Omanis. They are not alienated from their cultural heritage and they are actively encouraged to feel pride in their identity as Omanis and members of the Arab world Community. The authors in this study point out that the TEFL students teachers exhibited a very positive orientation towards the use of study of English in Oman and did not appear to be overly fearful of becoming Westernized and apparent lack of hostility towards the English language and culture.

El-Sayed (1988, in Fahmy & Bilton, 1992) argues that even if one may accept the culture of the west, it could be difficult to separate the Western policies in the Arab World which can be accounted for suspicion and sometimes hostility on the part of the Arab learners of EFL.

... the hostility and suspicion one notice in the Arab World students' attitudes towards Western languages and cultures is natural, since it stems from the fact that west (Britain, France, and Italy) colonized the Arab world. Since English is a Western language, it is viewed by Arab students as a product of imperialism. Yet it is a language they have to learn (whether they like it or not) ... they feel that they are compelled to acquire English and they resign themselves to a status of subordination ideological dominance of the native speakers of English on Britain and America. Our students more through a stressful episodes of western acculturation and, as a result, it becomes difficult, according to Lambert for truly successful EFL learning situations to occur in Arab classes.

El-Sayed, 1988, p. 478, in Fahmy & Bilton, 1992, p. 285.

It seems that El-Sayed's observation reflects the hostility that sometimes hinders the English language development of Arab students. This is might be not true because his observation is based on intuition and subjective rather than on data based studies. It is might be true that some Arab learners have negative attitudes towards learning the foreign language.

Indeed, the study of Arab students' motivation and attitudes towards foreign language varies from one level to another. When learning the language based curriculum in higher education (i.e. Medical colleges), the students hold more positive attitudes and more motivated to study than when learning the language as compulsory/ obligatory course (i.e. school). In other words language status and its importance is a fundamental factor in formulating attitudes and motivation towards language study.

The research by Abu-Rabia & Feuerverger (1996) found that male Arab students in Canada showed only instrumental motivation in learning the English while Arab female students hold a strong integrative motivation. The research concluded that male Arab students viewed the Canadian context as one that clashes with their own cultural values, while females revealed a positive attitude toward Canadian society and a higher integrative motivation.

Abu-Rabia & Feuerverger have attributed the Arab female student's strong integrative motivation to the personal and professional freedom that women in Canada and the West generally have.

The above studies indicated the favourable attitudes of Arab students towards the foreign language and also reveal the importance of the language in the region as the language of the world, commerce, higher education and to an extent for communicative purposes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures used in this research which intends to investigate the relationship between attitudes and motivation of M.A Indian students of Arabic at Aligarh Muslim University and their Arabic achievement. The study investigated the relationship of Arabic achievement to five major components of attitudinal and motivation variables from Gardner's socio-educational model 2005. They were: integrativeness, attitudes toward the learning situation, motivation, language anxiety, and instrumentally. The researcher examined the relationship among the said variables and the influence of all of these on Arabic achievement.

The study used the correlation analysis. The correlation coefficient and multiple regression procedures were used to describe the relationship between variables, to predict the variable of achievement, and to discover how variations in the dependent (criterion variable) variable corresponds to variations in the independent variables (predictor variable)).

There are seven sections in this chapter: research hypotheses, participants, instruments, pilot of the AMTB, validation of the modified AMTB, data collection and data analysis procedures.

3.2 The Participants

This study was conducted in the Arabic Department at the Faculty of Arts, Aligarh Muslim University, Uttar Pradesh, India. The total number of participants is 50 students (28 male and 22 female). They are India Muslims who are majoring in M.A. Arabic (literature). Twenty-four were juniors (first-level) and twenty-six were seniors (final level). All of them studied Arabic in Arabic/Islamic religious school (madrasa) from early grades. Their age ranged from 20 to 25 except one male 28 and one female 30. Three of the students had visited an Arabic speaking country (Egypt, United Arab Emirates and Saudi Arabia) for a month. One female was born in Dubai and attended her primary school there in which Arabic was the medium of instruction. The students came from various states of India from Assam, Bihar, Jammu & Kashmir, Kerala, Uttar Pradesh and West Bengal. Thirty-seven were Urdu speakers and seven were Kashmiri and five were Malayalam speakers.

3.3 Instruments:

The instruments used in this research were (1) general background questionnaire (GBQ), (2) the modified questionnaire-Attitude/Motivation Test Battery (AMTB), and (3) Arabic achievement.

3.3.1 The general background questionnaire (GBQ)

This Questionnaire(see Appendix A) solicited information about students, their names, roll numbers, religion, sect, age, gender, schooling background, place

of birth, mother tongues, the languages they know, parents' educational and occupational background. Students were asked to rate themselves on linguistic skills of understanding, speaking, reading and writing of Arabic and indicate their scores in the last examination and indicate the reasons for learning Arabic.

3.3.2 The Modified Questionnaire-Attitude/Motivation Test Battery (AMTB)

This questionnaire (see Appendix B) was adapted from Gardner's (1985b) Attitude/motivation Test Battery (AMTB) which was modified for the purpose of this study. Since items which appeared in Gardner's original AMTB (1985b) were designed for young students, not all were thought to be appropriate for this research context. Therefore, this study used another version of the AMTB (Gardner, Tremblay and Masgoret, (1997) which was designed for university students. As Gardner (2005, p.10) suggests, "the AMTB can be adapted and translated for use in different language communities and directed toward different target languages". AMTB was developed to assess various individual difference variables based on the socio-educational model. The test has been altered several times to make it appropriate to the populations of specific studies. Adaptations of the AMTB have been used in many studies of L2/FL motivation (e.g., Baker & Macintyre, 2000; Gardner, Day, & Macintyre, 1992; Gardner, Lalonde, Moorcroft, & Evers, 1987; Gardner & Macintyre, 1991; Sawhney & Agnihitara, 1998; Gardner & Macintyre 1993a; Gardner, Tremblay, & Masgoret, 1997; Gliksmann,

Gardner, & Smythe, 1982; Tremblay & Gardner, 1995). The reliability and validity of the AMTB have been supported (e.g., Gardner & Gliksman, 1982; Gardner & Macintyre, 1993; Gardner, 1985b).

The subscales in this modified AMTB include: Attitudes toward Arab people (8 items), Attitudes toward learning Arabic (8 items), Desire to learn Arabic (6 items), Interest in Foreign languages (6 items), Instrumental Orientation (7 items), Integrative Orientation (7 items), Motivational Intensity (8 items), Arabic Class Anxiety (6 items) Arabic Use Anxiety (6 items), Arabic Teacher Evaluation (6 items) and Arabic Course Evaluation (6 items). The items were presented in a random order followed by 5-point Likert scale (see Appendix C).

Each item in the modified AMTB was followed by a 5 Likert scale points ranging from strongly agree (5) to strongly disagree (1) for the positively worded statements. In case of negative statements, the same procedure was carried out except these were scored in the reversed direction. That is, the negatively worded statements were reversed from strongly (1) to strongly disagree (5).

The following 11 scales from the modified AMTB were used to assess the motivational and attitudinal variables. Next to them, the researcher provides the Cronbach's alpha reliability coefficient and Split – Half method. However, the instrument (AMTB) was chosen on the basis of its high level of reliability and validity, its discriminatory power in prior studies and its relevance to the present research study as mentioned before.

Each scales of the AMTB described below was carefully reviewed and modified slightly and adapted to be appropriate for Indian learners of Arabic. The eleven scales are the following:

1. Attitudes toward Arab people (ATAP; $\alpha=.534$, split-half $.603$). This measure consists of eight items, four positively worded and four negatively worded. This measure investigates the learners' attitudes about Arab culture and people. A high score reflects a favourable attitude toward Arab culture and people.

2. Attitudes toward learning Arabic ($\alpha= .640$, split-half $.723$). Composed of six items, three positively and three negatively worded comprise this measure. This scale assesses the learner's attitudes about learning Arabic. A high score reflects a favourable or positive attitude toward learning Arabic. The higher the score, the more favourable the attitude.

3. Desire to Learn Arabic ($\alpha= .324$, split-half $.378$). This scale contains six items that assesses how much the students wants to learn Arabic independent of the amount of effort involved in that task. A high score reflects the students' strong desire to learn Arabic.

4. Interest in Foreign Languages ($\alpha= .612$, split-half $.599$). This scale consists of six items - three positively-worded and three negatively worded-reflecting an interest in learning or knowing foreign languages in general and not any practical foreign language (there is no specific language). A high score represents an interest in learning or knowing foreign languages.

5. Instrumental Orientation (alpha= .459, split-half .454). This measure is composed of seven positively worded statements assessing the degree to which students seek to study Arabic for pragmatic or utilitarian value. A high score reflects the learners perceive such pragmatic reasons for studying Arabic as appropriate to their feelings with no sign of interest in the people whose language is being studied. The higher the students' score, the more his/her motivation fits the instrumental type.

6. Integrative Orientation (alpha=.532,split-half.452). Seven positively worded items comprise this measure which emphasize the importance of studying Arabic in order to interact, preserve and share cultural heritage and/or experiences with the Arabic speaking people. A high score indicates that students perceive the integrative reasons for studying Arabic and recognizes them as personal relevant.

7. Motivational Intensity (alpha= .631, split-half .592). Composed of eight items, four positively and four negatively worded items. The measure assesses the amount of effort the students feels he or she expands in learning Arabic. A high score represents a self report of great deal of effort expended to learn Arabic

8. Arabic Class Anxiety (alpha= .760, split-half .846). This measure is comprised of three positively and three negatively worded items about the students' feelings of anxiety in the Arabic class. A high score reflects a high degree of anxiety felt specifically in the Arabic class environment. A high score

reflects a considerable level of the students' apprehension experienced when called upon to use Arabic in the Arabic classroom.

9. Arabic Use Anxiety (alpha=.780, split-half.769). This measure is consisted of three positively and four negatively worded items which relate to feelings of discomfort or anxiety experienced by the students when speaking Arabic. A high score reflects a considerable level of apprehension when called upon to use Arabic even outside the classroom.

10. Arabic Teacher Evaluation (alpha= .716, split-half .700). Composed of six items, three positively worded and three negatively worded. A high score reflects the students' favourable evaluation of their Arabic teachers.

11. Arabic Course Evaluation (alpha= .667, split-half .753). This measure consists of three positive and three negative items. A high score represents the students' favourable evaluation of the Arabic course.

The AMTB consists of 11 scales that can be grouped into five categories (Gardner, 2005; Gardner, 2001). The five major components assessed in the AMTB, and the subscales that define each construct.

- *Integrativeness*

- Integrative Orientation (IVO)

- Attitudes toward Arab people (ATAP)

- Interest in Foreign Languages (IFL)

- *Attitudes toward the Learning Situation*
 - Evaluation of the Arabic Courses (ACE)
 - Evaluation of the Arabic Teachers (ATE)
- *Motivation*
 - Motivational Intensity (MI)
 - Desire to Learn Arabic (DLA)
 - Attitudes toward Learning Arabic (ATLA)
- *Language Anxiety*
 - Arabic Class Anxiety (ACA)
 - Arabic Use Anxiety (AUA)
- *Instrumentality*
 - Instrumental Orientation (INO)

As can be seen there are 11 measures in the AMTB. Following Gardner's (2005a) in the present study, Motivation was measured on three subscales or subtests: (1) Motivational Intensity, consisting of 8 items; (2) Desire to Learn Arabic, containing 6 items; and (3) Attitudes toward Learning Arabic, comprised of 6 items. Integrativeness was measured by three subtests: (1) Integrative Orientation, consisting of 7 items; (2) Interest in Foreign Languages, consisting of 6 items, and (3) Attitudes toward Arab People, comprising 8 items. Attitudes toward the Learning Situation was measured by two subtests: (1) Arabic Teacher Evaluation consisting of 6 items and (2) Arabic Course Evaluation composed of 6

items. Language Anxiety was measured by two subtests: (1) Arabic Class Anxiety consisting of 6 items, and (2) Arabic Use Anxiety containing 6 items.

Gardner (1985) recommends that the questionnaire (AMTB) should not to be administered during times which will unduly affect responses to the various scales, such as round exams, holidays or other special occasions. When it comes to the programme evaluation, he also suggests having a length time between the questionnaire administration at the beginning or end of the programme. Keeping these suggestions in mind, the General Background Questionnaire (GBQ) and AMTB administered to MA Arabic students of the Arabic department in two different sessions. At the same time of the academic year the two questionnaires (GBQ and AMTB) were administered to the fresh entrants of the same department i.e. at the second semester of their course. The two questionnaires were given to the students during their class session.

3.3.3 Arabic Achievement

The students' achievement in Arabic was measured based on their scores in the regular examinations. The examination scores are necessary component of any teaching course since this reflects the achievement level of the students. This was obtained in a formal way from the controller of examination in the university. The Arabic achievement was assessed in terms of the students grade (scores) which itself was based on a composite of two main assessments made throughout the first and second semesters. These assessments along with their percentage contribution

to the final mark were internal assessments (25%) and written examination (75%) for ten courses throughout the year. The maximum mark for each course was 100 and out of this 100 marks 75 marks were given for written examination and 25 marks for internal assessment of students' achievement based on every course material covered the semesters. All of the students completed the same final exam in the end of every semester and each course instructor marked the exam of the course which he taught for his or her students. The second measure of the internal assessment (25%) comprised of a series of assignments and classroom presentation in the class. Each instructor determined the content of each assignment as well as the number of presentations that could be given. Finally the achievement score of each student has been taken in terms of their marks obtained in the final annual exam. This is the achievement score of student which the researcher has taken for the analysis and interpretation of research findings.

3.4 Pilot study of the AMTB

A pilot study of the adapted and modified AMTB was conducted on ten students to evaluate the clarity of the language as well as the meaning fullness of the items and the time taken for answering the questionnaire. The test was administrated on a sample of the students who willingly accepted to participate. The pilot study had given us an idea of the clarity of the instructions, the relevance of the content and the clarity of items. The students' feedback was taken into consideration when revising the AMTB for the present study.

3.5 Item analysis

Initially 86 items were modified and distributed to the students. After the item analysis, some items from the AMTB questionnaire were eliminated since they rendered either the components or the subcomponents highly unreliable. Those items showed either negative correlation or weak correlation. In total, 12 items were deleted to strengthen the internal consistency of the AMTB Questionnaire. The 74 items which remained part of the AMTB because they yielded acceptable reliability values were provided in parenthesis as was mentioned before. The items which showed significant positive correlations were retained for final composition of the AMTB.

It must be pointed out that the 3 items of the instrumental and 3 items of integrative scales were added to those which were adapted in the AMTB. When general background questionnaire was distributed, the students were asked to write their own reasons for learning Arabic. Thus, the two scales included such items that attempted to tap into some integrative and instrumental reasons for learning Arabic because the items were relevant to the participants and the context in which the study was carried out. The extra items i.e. that do not form a part of Gardner's questionnaire were marked with an asterisk (*) in the questionnaire (see Appendix B). If this is the case, the scale underlying these items is similar to the integrative and instrumental orientations in Gardner's.

In addition to that, the six extra items were analysed and classified as either integrative or instrumental according to the Lambert's (1974) definition of motivation and Gardner's (2005a). Integrative motivation, according to Gardner (1985a, p.133), related to an interest in learning second or foreign language because of "a sincere and personal interest in the people and culture represented by other language group" (Lambert 1978, p.98; in Gardner, 1985, p.133). Instrumental motivation, on the other hand builds on "the practical value and advantages of learning a new language" (Lambert 1974, p.98, in Gardner, 1985, p. 133). In a recent formation, Gardner defines integrativeness or integrative motivation in his revised model 2005 as a genuine interest in learning the L2/FL in order to come psychologically closer to the other language community. The concept reflects "an openness to other cultures in general, and an interest in the target culture in particular" (p.10). They (Gardner and Lambert) never meant that one wanted to become a member of the other cultural community.

3.6 Validation of the Modified AMTB

It is true that the situation in India is different from many countries elsewhere in the world, with regard to the educational background, the policy of language teaching and socio-cultural milieu. Therefore, the modified and adapted questionnaire AMTB was shown to and discussed with Arabic language teaching teachers and experts at Aligarh Muslim University, India (A.M.U.) They validated the modified instrument AMTB in terms of items validity and appropriateness of

the items in the study. Thus the content validity of the modified AMTB was determined by the teachers and experts in A.M.U. Their remarks and comments were taken into account before the administration of the said questionnaire for final use. The questionnaire was given to the respondents in English not translated into Arabic because the respondents' proficiency in English is good.

3.7 Data Collection Procedures

The data of the modified Attitude/Motivation Test Battery (AMTB) and the General Background Questionnaires (GBQ) were collected in a classroom situation. The researcher explained the purpose of the study to the participants. They were asked to complete the two questionnaires by giving immediate and accurate reaction to each of the items. The participants were also requested, as per the written instructions given on the questionnaires, to give their immediate reaction and respond as accurately as possible. They were also properly informed that the data would be collected anonymously and confidentiality will be maintained. Confidentiality was assured by using numbers in data analysis instead of their names. Respondents were given as much time as required to complete the questionnaires. After the students had participated they received a book about internet as compensation for their participation.

3.8 Data Analysis Procedures

The following procedures were used in this research:

The data were coded, tabulated, and transferred into a data and were processed on the computer using the Statistical Package for the Social Sciences (SPSS 12.0). Descriptive statistics such as Mean, SD and Correlation analysis were used to analyse the data and finally Multiple Regression analysis was applied to make predictors of achievement among Arabic majors students who are studying Arabic language in the department of Arabic at A.M.U.

The SPSS computer program compiled a correlation and a multiple regression analysis. The stepwise multiple regression analysis was employed to test the hypotheses. The correlation analyses were used because they present the correlation between the independent variable and dependent or criterion variable with the influence of other independent variables removed from the independent variable being correlated. The squares of correlation coefficients tell us the amount of variance contributed by the separate independent variables of the regression equation (Kerlinger and Pedhazur, 1982). Therefore, correlation of multiple regression is a means of analyzing the overall contribution of each independent variable with the influence of other independent variables controlled. It is also a means of evaluating the contribution of total independent variables to the total explained variation in the dependent variable.

Major output statistics from the stepwise multiple regression procedure include the multiple correlation coefficient R , and R square which is a measure of the magnitude of relationship between the criterion variable and a predictor variable or some combination of predictor variables. The value of R will increase

with each variable that enters the multiple regression analysis (Borg and Gall, 1989). The R squared will yield a statistic known as the coefficient of determination.

Kerlinger and Pedhazur also (1982) reports that there are two basic applications for regression analysis. One focuses on obtaining accurate mathematical formula for prediction of the dependent variable while the other focuses on explaining the way that prediction works. The regression analysis yields various coefficients. Beta weights and multiple R squared are usually interpreted. Beta weights inform researchers of how much credit is given to a particular variable for predicting the dependent variable values while multiple R squared informs the researcher of what percentage of the variance in the dependent variables is explained by the variance of predictor variables.

The results of the multiple regressions analysis can be shown in SPSS as follows:

R squared equals the amount of variance of the dependent variable that was explained by the set of independent variables. Percent of the variance of the dependent variable that was explained by the set of independent variable. For example, if $R^2=30$, 30% of dependent variable was explained by the independent variables and the relationship was strong and statistically significantly. However, while the R squared will never explain 100% of the variance, researchers should try to explain as much variance as they can. F statistic is the level of statistical significance of R 2-level of probability that the R squared would have occurred by

chance. Beta weight coefficients have positive and negative values explain the unique contribution of each independent variable on the dependent variable.

By doing regression analysis in this study, the researcher will examine relationships among variables. The multiple regression analysis provides an understanding of the important of each variable. In the next chapter, the findings are presented and discussed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the research study conducted as described in chapter three. The researcher analyzed the data using SPSS and presents and discusses the results both in tables and in text. The data of this study were entered in an Excel file then translated into the SPSS for analysis. The main purpose of this research study was to examine and demonstrate the relationship between attitudes and motivations and the Arabic language achievement of Indian students, investigating whether there is a possible relationship between Arabic language achievement as dependent variable (or criterion variable) and attitudinal motivational variables as independent variables (or predictor variables) as assessed by attitude/motivation test battery (AMTB). With the descriptive statistics, the researcher determined the mean, standard deviation and correlation. Finally the researcher used correlation analyses and multiple regression analyses to determine relationships between variables and to examine relationships among variables.

4.2 Results and Discussion of the Study

In this chapter, the researcher discusses and presents the findings of the research study as follow:

Table 4

Descriptive statistics showing Mean, SD and Correlation between Arabic Achievement and Sub-scale of Attitude/Motivation Variables (AMTB)

Variables	Mean	SD	r
Achievement	67.00	6.82	-
Integrativeness	96.19	6.44	.39**
Attit. toward Learning Situation	47.08	5.94	.19*
Motivation	94.94	5.01	.55**
Language Anxiety	33.34	8.74	-.43**
Instrumental Orientation	30.12	2.67	.29**

* Significantly at .05 level

** Significantly at .01 level

Table-4 presents mean, SD and correlation of attitudinal motivational variables with achievement in Arabic language of students. The mean on each variable has reasonably been found high. The mean achievement observed 67.00 which reasonably higher side on the continuum. The standard deviation on each variable shows similar trend except on language anxiety which is 8.74. It is clear from the trend of results that the scores are normally distributed.

It is evident from the result that achievement of second or foreign language learner is highly correlated with motivation ($r=.55$, $p<.01$). The result may be interpreted that highly motivated students achieve higher grade than low motivated students. Gardner (2005a, 2006) reported similar findings suggesting that

motivation influenced the achievement of students. Motivation followed by language anxiety ($r = -.43$, $P < .01$) but it inversely influenced the achievement of students. The result suggests that as students experience higher level of anxiety lower the achievement. Hence, optimum level anxiety is needed for higher achievement, when anxiety is very low the level of anxiety inversely influence the achievement. Students with high levels of anxiety will be motivated to learn the language, supporting prior finding of Gardner et al. (1991), Horwits, et al. (1986) Gardner (2006) high levels of anxiety are related to high levels of motivation to learn a second /foreign language but negatively related to achievement. However, the questions of whether anxiety is a cause or an effect of language achievement and if its effects are important or moderate still require further research.

Integrativeness showed positive impact on achievement. The obtained correlation between Integrativeness and achievement is positive ($r = .39$, $P < .01$). It means that Integrativeness influence the achievement. Further, the result may be interpreted that students are open to the Arab culture and favorable attitude towards Arabic speaking communities help them achieve higher grade than those who are less willing or less able to take on characteristics of another cultural community. Instrumental orientation revealed significant positive correlation with achievement ($r = .29$, $P < .01$). The result clearly shows that students who see the instrumental value in learning Arabic do better than those who see it as less important.

The correlation between achievement and attitude toward learning situation was found 0.19 which is significant at 0.05 level, but the correlation is low. This may be due to using only old methods of Arabic teaching. However, in cooperative classes with experienced and skilled teacher and good teaching materials, students would have more favorable attitude towards the situation that leads to better learning and thus they can achieve higher grades. Overall findings suggest that the five individual differences of variables influence the achievement of Arabic language learning.

Table – 4.1 A

Model Summary of Stepwise Multiple Regression Analysis using Factors of Attitudinal/Motivational Variables as Predictors and Achievement as Criterion (N=50).

Model	R	R square	R Sq change	F
1	.55 ^a	.302	.302	20.74**

a. Predictor: Motivation

b. Dependent Variable: Achievement

It evident from table 4.1A that correlation coefficient between motivation and achievement observed .55 whereas coefficient of determination was obtained .302 that accounted for 30.2% variation in the achievement of foreign language learning. It suggests that motivation has direct effect on achievement of Arabic language students. Thus motivation emerged as the most dominant predictor of achievement that is the high motivation leading to high achievement. It can be

inferred from the result that motivated individuals learn the other language effectively. On the other hand students learn the language because of a genuine interest in communicating with members of other language because of positive feeling towards that community or members of that community or because of general interest.

The observed F value is highly significant ($F = 20.74$, $P < .01$). Thus the proposed null hypothesis was rejected. It suggests that the effect of motivation on achievement is real. Thus the motivation plays vital role in achieving high grades in Arabic language learning.

Table 4.1 B

Showing Unstandardized and Standardized Coefficient of Attitude and Motivation.

Model	Unstandarlized Coefficient	Standardized Coefficient	t
	B	Beta	
Constant	-.392		
Motivation	.747	.55	4.55**

Table 4.1B shows unstandardized regression coefficient and standardized regression coefficient. The unstandardized Beta constant observed -.392 with motivation .747 used to compute the regression equation. On the other hand standardized Beta coefficient for predictor (motivation) was observed .55. When all variable are expressed in standardized form .55 makes the coefficients more

comparable because they are all in the same unit of measure. The t-value was observed 4.55 which is significant at .01 level.

The null hypothesis was rejected. The result established the fact that there is linear relationship between achievement of students and their motivation. It might be interpreted that increased level of motivation positively influence the achievement. Thus highly motivated students achieve higher grade in language learning as compared low motivated students (Gardner, 2006). Thus the motivation is a vital role in learning and achieving goals.

Table - 4.2

Descriptive statistics showing Mean, SD and Correlation between Attitudinal/ Motivational Variables and Arabic Achievement (N=50)

Variables	Mean	SD	r
Achievement	67.00	6.82	-
ATE	22.06	4.06	-.004
ACE	25.02	3.44	.33**
IVO	29.52	2.68	.25*
ATAP	41.68	3.35	.24*
IFL	24.96	2.68	.37**
MI	31.72	2.45	.46**
DLA	25.96	1.82	.36**
ATLA	37.26	2.00	.46**
ACA	16.76	4.64	-.41**
AUA	16.58	4.62	-.40**
INO	30.12	2.67	.29**

* Significantly at .05 level

** Significantly at .01 level

Note: ATE = Arabic Teacher Evaluation; ACE=Arabic Course Evaluation; IVO=Integrative Orientation; ATAP = Attitude toward Arab People; IFL= Interest in Foreign Language; MI = Motivational Intensity; DLA= Desire to Learn Arabic; ATLA= Attitude toward Learning Arabic; ACA=Arabic Class Anxiety; AUA = Arabic Use Anxiety; INO= Instrumental Orientation

Table 4.2 shows the Mean, SD and correlations of variables studied. This study is based on attitude motivation that measures various component of the socio-educational model of second/foriegn language learning. It is evident from result that Mean and SD on ATE are found 22.06 and 4.06 respectively and correlation between ATE and achievement obtained-.004. The correlation is inverse but very weak. The attitude towards learning situation is concerned with Arabic teachers' evaluation and Arabic course evaluation. The attitude of students towards teachers is not favourable as a whole but the scores show greater deviation as SD was observed 4.06. The result shows that achievements of students are high but their attitudes to teachers are not appreciable. Hence, the correlation between ATE and achievement was observed negative. Other component of attitude towards learning situation was Arabic course evaluation for which they show favourable attitude. Evidently mean and SD are found 25.02 and 3.44 and correlation with achievement is .33 which is significant at .05 level. This may be due to favourable attitude towards Arabic course, hence they achieve high achievement in Arabic language learning. The attitude of participants is favourable towards the availability of materials and the syllabus or the M.A programme in general.

The Mean and SD on motivation intensity were found 31.72 and 2.45 respectively. The correlation between MI and achievement was observed .46 which was highly significant. The result revealed the fact that the degree of motivation influenced the learning of students. Hence, they achieve high grade in Arabic language. Another component of motivation is desire to learn the language which significantly influence the achievement. It shows the significant positive correlation with achievement ($r = .36, P < .01$). Similarly attitude toward learning Arabic language revealed Mean and SD, 37.26 and 2.00 respectively and a correlation of .46 with achievement which is significant at .01 level. The students showed high favorable attitude towards learning Arabic language that motivate them to achieve high grade. Thus motivation and favorable attitude influenced the achievement.

Another component of socio-educational model is integrativeness that assess the group related affective reactions and individuals orientation to language learning focuses on communication with members of the other language group, interest in language and culture. Results shown in Table 4.2, indicates Mean and SD on integrative orientation and correlation with achievement. The Mean on this count is 29.52 and SD 2.68 and correlation with achievement is .25 which is significant at .05 level. The result suggests that the individuals do not focus on their own ethno-linguistic community as part of their own identity but are willing to adopt the features of other language as part of their own behaviour. Hence, it influences the achievement of students positively to learn Arabic language.

Attitude towards Arab people is another factor of integrativeness that shows the significant influences on the achievement. The correlation between ATAP and achievement was observed .24 which is significant at .05 level. The result shows that individual have positive attitude towards Arabic speaking people in the Arab World. So, it enhances the achievement of students. Another component of integrativeness is interest in foreign languages which showed significant positive correlation with achievement ($r=.37$, $p<.01$). This may be due to interest in foreign languages students achieve high grade. This also suggests that interest in learning the language determines the success of the language learning experience.

The socio-educational model also postulates that language anxiety plays the role in language learning. The anxiety can have the motivational properties suggesting that it might facilitate achievement. The Arabic class anxiety as well as Arabic use anxiety revealed significant negative correlation with achievement ($r = -.41$, $P<.01$ and $r = -.40$, $P < .01$ respectively). The present findings revealed the negative correlations with achievement might be interpreted as high levels of class anxiety and Arabic use anxiety interface with achievement. There is great variation in the distribution of scores an anxiety revealed by standard deviation as shown in the table 4.2A. It may be suggested that individuals appeared to be anxious whenever they use Arabic.

Another variable that can be implicated in the language achievement is instrumental orientation or instrumentality which the Mean and SD are observed

as 30.12 and 2.62 respectively. The correlation between INO and achievement is found .29 which is significant at .01 level.

Table – 4.2 A

Model Summary of Stepwise Multiple Regression using Attitudinal/Motivational variables as Predictors and Arabic Achievement as Criterion.

Model	R	R square	R Sq Change	F
1	.44 ^a	.22	.22	13.53**
2	.56 ^b	.32	.10	11.05**

a. Predictor: MI

b. Predictor: MI, ATLA

c. Dependent variable: Achievement

Note: MI = Motivational Intensity; ATLA= Attitude toward Learning Arabic

When using stepwise multiple regression all the factors of socio-psychological variable entered. In the first step M1 emerged as the most dominant factor that influence the achievement of students. The coefficient of correlation observed .44 and coefficient of determination was .22 that accounted for 22% variation in the achievement of student. Similarly findings have also been reported that motivation intensity influenced the second or foreign language learning. The obtained F (13.53) rejects the null hypothesis partially.

In the second model MI along with ATLA emerged the important factors that influence the achievement of Arabic language learning. The coefficient of correlation was found .56 and coefficient of determination was observed .32. The result might be interpreted that individuals want to learn Arabic language for

practical reasons; hence their orientation is related to high achievement which is mediated by motivation and integrativeness that accounted for variance 32% in dependent variable along with motivation intensity. The attitude towards learning Arabic alone accounted for 10% variation in achievement. This might be interpreted that a general attitude towards the language and communication with Arabs influenced the achievement. The F (11.05) was found significant at .01 level that reject the null hypothesis.

Table – 4.2 B

Showing Unstandardized and Standardized Coefficient of Attitudinal/Motivational Variables.

Model	Understandarized Coefficient B	Standardized Coefficient Beta	t
Constant	-6.32		
MI	.95	.342	2.64**
ATLA	1.15	.340	2.62**

When we compute regression equation unstandardized Beta constant appears -6.32 that show hidden motivation. The most dominant predictor M1 is .95 in regression equation whereas ATLA shows 1.15 unstandardized Beta Coefficient represents the variation of predictors use to compute regression equation approaching base line with varied effect on achievement. Similarly standardized Beta coefficients for independent factors of M1 and ATLA are found

.342 and .340 respectively. When all variables are expressed in standardized form they make the coefficient more comparable because they are measured in the same unit of measurement.

The observed t value 2.64 and 2.62 for M1 and ATLA respectively are significant at .01 level. The results suggest that there is linear relationship between M1 and achievement as well as M1 along with ATLA with achievement of students. It may be interpreted that increased motivational intensity increase the achievement of students. On the other hand increasing favorable attitude influence the achievement in foreign language. Thus the significant t value established the fact that motivation plays important role in the achievement of goal.

Table – 4.3

Descriptive statistics Showing Mean, SD, and Correlation between Factors of Integrativeness and Achievement (N=50)

Variables	Mean	SD	r
Achievement	67.00	6.82	-
IVO	29.52	2.68	.25*
ATAC	41.68	3.35	.24*
IFL	24.96	2.68	.37**

* Significantly at .05 level

** Significantly at .01 level

Note: IVO=Integrative Orientation; ATAC = Attitude toward Arab Culture and people; IFL= Interest in Foreign Language

It is evident from Table-4.3 that Mean and SD on achievement were observed 67.00 and 6.82. The mean achievement score is high among students revealed the fact that they were motivated to learn Arabic language. The result

might be interpreted that they show favourable attitude toward the Arabic language and its culture and people. The results may reflect the openness to other languages in general and Arabic in particular. The students who were interested in learning other languages were found to have obtained more achievement in Arabic. This indicates that the learners with a favourable, open and serious outlook towards learning other languages are more successful language learners. Similar finding was reported by Sawhney and Agnihitri (1998) who examined Tamil students proficiency in Hindi.

The mean score on IVO was found 29.52 with SD 2.68 indicates that students having high motivation to learn Arabic language. The high score on integrative orientation shows that they do not focus on their own ethno-linguistic heritage as a major part of their identity rather they are willing and able to learn Arabic language as an important part of their own behavioural repertoire and/ or religio-cultural identity. Since correlation between achievement and integrative orientation was found significant ($r = .25$, $P < .05$). It is imperative to say that students showed high motivation to learn Arabic language. There is a significant positive relationship between achievement and integrative orientation. This finding indicates that students showed their favourable identification with target language culture. Hence, integrativeness or integrative motivation influences students' motivation to learn the language. They are integratively motivated. This result can be attributed to the religious cultural beliefs which have an effect on

Indian Muslim students' motivation to learn Arabic and these beliefs reflect the status and role of Arabic and its heritage as a religious language in their life.

The result revealed the fact that students showed favourable attitude toward Arab people or culture. The mean and SD were found 41.68 and 3.35 respectively on this count. The correlation between ATAP and achievement was obtained .24 which is significantly at .05 level. The result is indicative of high association between favourable attitude toward the target language community. The result may be discussed in the light of influence of culture as students are much influenced by Arab culture, hence they are highly motivated to learn Arabic language and its literature and culture. And have their willingness or interest in coming close psychologically to the target language community's language and culture.

The mean score on interest in Foreign Language was found 24.96 with SD 2.68 and correlation between achievement score and interest in foreign languages was observed .37 which is significant at .01 level. This factor of integrativeness showed highest correlation with Arabic achievement among students of Arabic language learners. The result may be interpreted in the light of motivation of students that they are probably highly influenced by Arab culture and richness of Arabic language. Hence this factor showed high association with achievement.

Table – 4.3 A

Results of Stepwise Multiple Regression Analysis using Factors of Integrativeness as Predictors and Achievement as Criterion.

Model	R	R Square	R Sq change	F
1	.37 ^a	.13	.13	7.75**

a. Predictor: IFL

b. Dependent variable: Achievement

In the present research, Arabic achievement is the criterion variable and dimension of integrativeness IVO, ATAC and IFL entered as predictor variables.

The result of stepwise multiple regression shown in the table 4.3A represents that the correlation coefficient between IFL and language achievement was observed significant ($R=.37$). By using multiple regression analysis IFL emerged as the most dominant factor that influence the achievement of the students. The coefficient of determination was found .13 that accounted for 13% variation in the dependent variable. The $R= .37$ established the linear relationship between IFL and achievement in Arabic. The result might be interpreted that students showed highest interest in foreign languages in general and Arabic in particular. This indicates that they are in nature interested in coming close psychologically and culturally to the target language and its speaker and culture because they share with Arabs this language and its heritage. The F-value was found 7.75 which is significant at .01 level. Thus the null hypothesis was rejected. It can be interpreted that IFL one of the dominant factors of integrativeness influence the language achievement of students.

Table – 4.3 B

Showing Unstandardized and Standardized Coefficient of Integrativeness.

Model	Understandarized Coefficient B	Standardized Coefficient Beta	t
Constant	43.37		
IFL	.94	.37	2.78

It is evident from Table-4.3 B that unstandardized coefficient used to compute regression equation $B = 43.37$ made constant regression coefficient. The beta coefficient for IFL was observed .37 which is the standardized regression coefficient. This value helps in transforming the independent variables more comparable. The t-ratio was found 2.78 which is significant at .01 level. It might be interpreted that there is a linear relationship between interest in foreign languages and achievement of the students.

Table 4.4

Descriptive statistic showing Mean, SD and Correlation between factors of Attitude towards Learning Situation and Achievement (N=50)

Variables	Mean	SD	r
Achievement	67.00	6.82	
ATE	22.06	4.06	-.004
ACE	25.02	3.44	.336**

** Significant at .01 level

Note: ATE = Arabic Teacher Evaluation; ACE=Arabic Course Evaluation

It is evident from Table-4.4 that Mean and SD were found 22.06 and 4.06 respectively for attitude towards Arabic Teacher Evaluation. Similarly Mean and

SD were found 25.02 and 3.44 for Arabic course evaluation. The achievement score in all conditions are the same. The correlation and achievement was found -.004. There is very weak inverse relationship established between ATE and achievement of students. The result that might be discussed in the light of attitude of students towards teacher is unfavourable. On the other hand Arabic course evaluation and achievement of students showed significant positive correlation ($r = .336$, $P < .01$). It may be interpreted that students evaluate their Arabic course very positively, hence their achievement is high.

Table – 4.4 A

Model Summary of Stepwise Multiple Regression Analysis using Factors of Attitudes toward the Learning Situation as Predictors and Achievement as Criterion.

Model	R	R Square	R Sq Change	F
1	.336 ^a	.113	.113	6.09**

a. Predictors: ACE

b. Dependent variable: Achievement

It appears from Table 4.4A that coefficient of correlation between Arabic course evaluation and achievement is .336. It emerged as dominant predictor of achievement for the student who are interested to learn Arabic language. The attitudes toward learning situation refer to affective reactions and could be assessed in terms of class atmosphere, the quality of material, curriculum or syllabus and teachers. In this situation, course evaluation accounted for 11.3% variation in the dependent variable. Hence, course evaluation influences the

achievement of student. The F-ratio is found 6.09 which is significant at .01 level. Thus the proposed null hypothesis was rejected. It suggests there is significant difference between the two observed means.

Table – 4.4 B

Showing Unstandardized and Standardized Coefficient of Learning Situation.

Model	Unstandardized coefficient B	Standardized coefficient Beta	t
Constant	50.391		
ACE	.664	.336	2.46**

The unstandardized and standardized coefficient shown in Table 4.4B shows that the unstandardized coefficient B is 664 for ACE and 50.39 with constant. The regression coefficient .664 used to compute regression equation in this model. The Beta coefficient .336 used to transform independent variables to make the coefficients more comparable in the same units of measurement. The t value 2.46 is significant at .0 level that suggests the linear relationship between ACE and achievement of students who have affective reaction to course evaluation.

Table 4.5

Descriptive Statistics Showing Mean, SD and Correlation between Factors of Motivation and Achievement (N = 50)

Variable	Mean	SD	r
Achievement	67.00	5.82	-
MI	31.72	2.45	.469**
DLA	25.96	1.82	.365**
ATLA	37.26	2.00	.468**

** Significant at .01 level

Note: MI = Motivational Intensity; DLA= Desire to Learn Arabic; ATLA= Attitude toward Learning Arabic

It is apparent from Table 4.5 that Mean of Motivational Intensity was observed 31.72 with SD 2.45 which is one of the facets of motivation. The other facets namely desire to learn Arabic language and attitude towards learning Arabic language revealed mean 25.96 and 37.26 with SD 1.82 and 2.00 respectively. The mean achievement score was found 67.00 with SD 5.82. The achievement of students is certainly high as a result of motivational intensity and achievement is .469 which is significantly beyond .01 level. It can be interpreted as effort and persistence motivation of students to learn the foreign language. The motivation intensity might be high due to the students' socio-religious beliefs as they belong to a particular community and believe that this language may help them to provide better career opportunity. Hence their achievement is high. Another construct, desire to learn Arabic as a foreign language revealed significantly correlation with

achievement ($r = .365$, $P < .01$). The result indicates that effort and motivation significantly influence the students to achieve higher grade in the language. The attitude towards learning Arabic is one of the major factors of motivation that influence the achievement. There is a significant correlation between ATLA and achievement ($r = .468$, $P < .01$). The result might be interpreted that students with favorable and positive attitude towards learning Arabic, achieve high grade (Gardner, 1985) would show higher level of motivation (Gardner, 2005b, 2006).

Table 4.5 A

Model Summary of Stepwise Multiple Regression Analysis Using Factors of Motivation as Predictors and Achievement as Criterion.

Model	R	R Square	R Square Change	F
1	.496 ^a	.22	.22	13.52**
2	.566 ^b	.32	.10	11.05**

a. Predictor: MI

b. Predictor :MI, ATLA

c. Dependent Variable Achievement

It is observed from Table 4.5A that in the first step MI emerged as the most dominant predictor of achievement that show .496 coefficient of correlation .496 and coefficient of determination .22 that accounted for 22% variation in achievement of Arabic language. The finding might be interpreted that motivation intensity, constant effort play significant role in achieving higher grade. Thus the model of Gardner (2005) would predict that MI would be highly related to achievement in foreign language. On the other hand, Gardner and MacIntyre

(1991) viewed that once they (students) achieve their specific goal they may have less motivation that is in contrast with the earlier finding (Gardner, 1985) who points out that individuals who achieve good grades would show higher intensity of motivation as it has been compared to those who achieve low grade. In the second step MI along with ATLA emerged another predictor of achievement. MI along with ATLA accounted for 32% variation in the dependent variable and alone ATLA accounted for 10% variation in the dependent variable. The result may be interpreted that motivational intensity and attitude towards learning Arabic influence the achievement of students (Tremblay and Gardner, 1995). The model suggests that higher level of motivation and favorable attitude towards learning influence the achievement. The F-values 13.53 and 11.05 for MI along with ATLA are observed significantly at .01 level. Thus the proposed null hypothesis was rejected that there is a significant relationship between factors of motivation and achievement of students in Arabic language. The model would predict that motivational intensity would be highly related to achievement (Masgoret and Gardner, 2003).

Table-4.5 B

Showing Unstandardized and Standardized Coefficient of Motivation.

Model	Unstandardized Coefficient B	Standardized Coefficient Beta	t
Constant	-6.32		
MI	.95	.342	2.64**
ATLA	1.15	.340	2.62**

When we compute regression equation unstandardized Beta constant appears -6.32 that show hidden motivation. The most dominant predictor MI is .95 in regression equation whereas ATLA shows 1.15 unstandardized Beta Coefficient represents the variation of predictors used to compute regression equation approaching base line with varied effect on achievement. Similarly standardized Beta coefficients for independent factors of MI and ATLA are found .342 and .340 respectively. When all variables are expressed in standardized form make the coefficient more comparable because they are measure in the same unit of measurement.

The observed t value 2.64 and 2.62 for MI and ATLA respectively are significant at .01 level. The results suggest that there is linear relationship between MI and achievement as well as MI along with ATLA with achievement of students. It may be interpreted that increased motivational intensity increase the achievement of students. On the other hand increasing favorable attitude influence the achievement in foreign language. Thus the significant t value established the fact that motivation play important role in the achievement of goal.

Table - 4.6

Descriptive Statistics Showing Mean, SD and Correlation between Factors of Language Anxiety and Achievement (N=50)

Variables	Mean	SD	r
ACA	16.76	4.64	-.41**
ALA	16.58	4.62	-.40**
Achievement	67.00	6.82	-

** Significant at 0.1 level

Note: ACA=Arabic Class Anxiety; AUA = Arabic Use Anxiety

The Mean and SD scores on ACA and AUA obtained 16.76, 16.58 and 4.64, 4.62 respectively presented in Table 4.6. The SD 4.64 and 4.62 clearly show higher side because of greater degree of variation in the distribution of scores. The results indicate that ACA and AUA arouse in many situations such as the interpersonal communication, or language examinations etc. The reasons are due to trait anxiety, experiences languages class and deficiency in knowledge skills with great variations.

The correlation between Arabic class anxiety and achievement is -.41 which is significant at .01 level. But the interesting fact is inverse relationship. It might be interpreted that increased class anxiety decreased the achievement significantly for some cases, though optimum level of anxiety is needed for higher achievement. In the present research, achievement is certainly higher side but correlation is found negative due to variations in anxiety level. Similarly Arabic use anxiety revealed inverse correlation ($r = -.40, p < .01$). The result might be due to deficiencies in languages knowledge and skill which has detrimental effect on achievement.

Table-4.6 A

Model Summary of Stepwise Multiple Regression Analysis Using Factors of Languages Anxiety as Predictors and Achievement as Criterion.

Model	R	R Square	R Square change	F
1	.41 ^a	.16	.16	9.75**

a. Predictor: ACA

b. Dependent variable: Achievement

The result revealed the fact that ACA emerged as the dominant predictor that inversely influence the achievement of students. The coefficient of correlation was found .41 suggesting inverse correlation between ACA and achievement. The coefficient of determination is .16 that account for 16% variation in the dependent variable. Thus Arabic class anxiety inversely affects the achievement of students.

The F ratio was found significant ($F=9.75$) at .01 level of significance. Thus the null hypothesis was rejected. The result suggests that there is a relationship between class anxiety and achievement.

The result also be interpreted that inadequate skill could give rise to feeling of anxiety.

Table - 4.6 B

Showing Unstandardized and Standardized Coefficient of Language Anxiety.

Model	Understandarized Coefficient B	Standardized Coefficient Beta	t
Constant	77.11		
ACA	-.60	-.41	-3.12**

It appears from Table 4.6 B that regression coefficient was found 77.11 constant. This constant used to compute regression equation. Unstandardized Beta for Arabic class anxiety appeared -.60 showed variations in the sample. The observed standardized Beta -.41 showed greater variations in predictor. The obtained t value is -3.12 which is significant at .01 level. It can be interpreted that

there is linear relationship between Arabic class anxiety and achievement but relationship is in reverse direction.

Table – 4.7

Descriptive Statistics Showing Mean, SD and Correlation between Instrumental Orientation and Achievement (N=50)

Variables	Mean	SD	r
Achievement	67.00	6.62	-
INO	30.12	2.62	.29**

**** Significant at .01 level**

Note: INO= Instrumental Orientation

Table-4.7 showing Mean and SD on instrumental orientation are 30.12 and 2.62. The mean achievement was found 67.00 with SD 6.62. The standard deviation of instrumental orientation reveals that the scores are consistent, hence it appears small. There is consistency in distribution of scores. The correlation between instrumental orientation and achievement was found significant ($r=.29$, $P<.01$). The result suggests that they learn Arabic language for practical purpose. Hence their achievement is high

Table – 4.7A

Model Summary of Stepwise Multiple Regression Analysis Using Instrumental Orientation as Predictor and Achievement as Criterion.

Model	R	R sq	R sq change	F
1	.29 ^a	.08	.08	4.64*

a. Predictor: INO

b. Dependent variable: Language Achievement

The correlation coefficient between observed and predicted values of the dependent variable is .29. As INO becomes the predictor of achievement. The coefficient of determination was found .29 that accounted for 8% variation in the dependent variable the F value is 4.64 which is significant at .05 level the result established the fact that there is linear relationship between INO and achievement. Thus the proposed null hypothesis was rejected. It might be interpreted that INO positively influenced the achievement of students.

Table – 4.7 B

Showing Unstandardized and Standardized Coefficient of Instrumentality.

Model	Understandardized Coefficient B	Standardized Coefficient Beta	t
Constant	44.14		
INO	.75	.29	2.15*

The unstandardized Beta constant is 44.14 which is on the higher side. The unstandardized Beta for instrumental orientation is .75 which is used to compute regression equation. The standardized Beta coefficient for predictor is .29 that expressed in standardized form to make coefficient more comparable in the same unit of measurement. In testing the null hypothesis of linear relationship between a dependant variable and independent variable i.e Achievement and Instrumental orientation t is observed significant ($t=2.15$, $P<.05$). The result suggests that there is a linear relationship between achievement and Instrumental orientation. It might be interpreted that language is being used for practical and utilitarian purposes like

integrativeness there could be many causes for such feelings varying from the cultural setting and experiences of the students.

4.3 Summary of the Results

Ho 1. There is no significant relationship between Arabic language achievement scores and the subscale of Attitudinal/Motivational variables and there would not be the predictor of achievement.

Tables 4.1 and 4.A clearly shows that the achievement of Arabic foreign language learners is found highly correlated with motivation ($r=.55$, $p<.01$) followed by language anxiety ($r= -.43$, $p.01$), integrativeness ($r = .39$, $p<.01$), instrumental orientation ($r = .29$, $p<.01$) and attitude toward learning situation ($r=.19$, $p< .5$). Motivation emerged as the most important factor that influences achievement of students. Hence, the rejection of hypothesis 1.

Ho 2. There is no significant relationship between language achievement scores and various dimensions of attitudinal and motivational variables and there would not be predictor of achievement.

Analysis of data reveal that the attitudinal motivational variables of desire to learn Arabic, attitude towards learning Arabic, Arabic course evaluation, attitudes toward Arab people, interest in foreign language, instrumental and integrative orientation are positively related to success in language learning, while Arabic teachers evaluation is not a negative correlate of achievement. Arabic class anxiety and Arabic use anxiety are significant but negatively correlate of achievement.

(See Tables 4.2 4.2A). Hence the hypothesis was rejected and accordingly we conclude that there is a significant relationship between attitudes and motivation and success in learning Arabic.

Ho 3. There is no significant relationship between language achievement scores and the degree of integrativeness and there would not be the predictor of achievement.

The hypothesis was rejected based on the results that the correlation between learners' achievement and the integrative factors of integrative orientation, attitude towards Arabic native speaker and interest in foreign language are found significant. Interest in foreign language factor is found the most dominated predictor that influences the achievement of students as shown in Tables 4.3 and 4.3A. Thus the hypothesis was rejected.

Ho 4. There is no significant relationship between language achievement scores and the language learning situation and there would not be the predictor of achievement.

The attitudes toward the learning situation factors of Arabic teacher evaluation do not attain significant with Arabic achievement of students while Arabic course evaluation show significant positive correlation with Arabic achievement and this factor emerged as the dominant predictor that influence the achievement of

students. (See Tables 4.4 and 4.4A.). Thus the hypothesis was not rejected completely

Ho 5. There is no significant relationship between language achievement scores and motivation and there would not be the predictor of achievement.

Tables 4.5 and 4.5A strongly support the rejection of this hypothesis that there was a significant correlation between achievement and motivation. The three motivation variables of motivational intensity, desire to learn Arabic and attitudes toward learning Arabic are positively related to achievement in a foreign language. Again this finding is especially interesting because the finding suggests the effect of motivation on Arabic language and cultural learning are more in consistent with the language achievement of learners. Motivational intensity factor is found the highest predictor of achievement. Motivation is also consistent with previous research using the AMTB which had demonstrated to be a direct determinate of foreign language learning and should be the most relevant variables (Gardener, 1985, 2006). Therefore, the hypothesis was rejected.

Ho 6. There is no significant relationship between language achievement scores and language anxiety and there would not be the predictor of achievement.

Analysis of data showed the correlation between Arabic class anxiety and achievement ($r=-.41$, $p>.01$) as well as Arabic use anxiety and achievement ($r=-.40$, $p>.01$) which are significant, but the interesting fact is that language anxiety is

negatively related to achievement. The factor Arabic class anxiety emerged the dominated predictor of achievement but it inversely influenced the achievement of students. See table 4.6 and 4.6A. Hence the hypothesis was rejected.

Ho 7. There is no significant relationship between language achievement scores and instrumentally and this would not be the predictor of achievement.

Analysis of data showed that the correlation between achievement and instrumental orientation is found significant ($r=29$, $p<.01$), (see Tables 4.7 and 4.7A). The hypothesis was rejected.

CHAPTER – FIVE

SUMMARY, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

This chapter presents a summary of the study and the findings, some conclusions, limitations and recommendations for further research in the area of attitude and motivation towards the learning of Arabic language.

5.1 Summary

5.1.1 Purpose of Study

The purpose of this study was to examine and demonstrate the role of social psychological variable (attitude and motivational) in the achievement level of Indian Muslim students learning Arabic as foreign language in AMU. The goal was to examine whether there is a relationship between attitudinal/motivational variables and foreign language achievement scores (grades) among Indian Muslim students who are majoring in Arabic at Aligarh Muslim University.

Based on this purpose, several research objectives were developed and seven null hypotheses were formulated as framework for investigation (see chapter one).

5.1.2 Methods used

Since this study is partially based on Gardner's (1985a, 2005) attitude and motivation investigations theory, the motivation/attitudinal variables were measured by the Attitude/Motivation Test Battery (AMTB) instrument developed by Gardner (1985a) and

Garddner, Trembly & Masgoret (1997) to measure factors on attitude and motivation. The following attitudinal/motivational factors were used as independent variables (or predictor variables) of this study:

- *Integrativeness*

Integrative Orientation (IVO)

Attitudes toward Arab people (ATAP)

Interest in Foreign Languages (IFL)

- *Attitudes toward the Learning Situation*

Evaluation of the Arabic Courses (ACE)

Evaluation of the Arabic Teachers (ATE)

- *Motivation*

Motivational Intensity (MI)

Desire to Learn Arabic (DLA)

Attitudes toward Learning Arabic (ATLA)

- *Language Anxiety*

Arabic Class Anxiety (ACA)

Arabic Use Anxiety (AUA)

- *Instrumentality*

Instrumental Orientation (INO)

The independent variables (or predictor variables) of the study included eleven attitudinal / motivational variables. The research data were compiled and a

correlation and a multiple regression analysis were created by using SPSS statistical programme.

The dependent variable (or criterion variable) of language achievement was used as measurement of achievement in Arabic language learning. The students' examinations scores (overall grades) for two semesters recorded directly from students' results statements which were obtained from the controller examination.

5.2 Conclusions

This study generally examined and demonstrated the significant relations between attitudinal/motivational variables and achievement, so far offering support of Gardnerian model of motivation. The Gardnerian model of language learning is a dynamic process in which attitude/motivation variables influence language achievement. Thus, the results of this study clearly demonstrated that the correlation between achievement ($r = .55$) are higher than those between language anxiety, integrativeness, instrumental orientation and attitudes toward language situation.

The findings generally revealed evidence that AMTB can be a positive tool to measure attitudinal/ motivational variables of the Indian Muslim learners of Arabic. The findings basically confirm Gardnerian model of motivation.

The other major results or findings are specifically as follows:

(1) As shown in table 4.1 and 4.A. The results of this study showed that the achievement of Arabic foreign language learners is found highly correlated with motivation ($r = .55$, $p < .01$) followed by language anxiety ($r = -.43$, $p < .01$),

integrativeness ($r = .39$, $p < .01$), instrumental orientation ($r = .29$, $p < .01$) and attitude toward learning situation ($r = .19$, $p < .5$). Motivation emerged as the most important factor that influence achievement of students.

(2) Analysis of data and revealed that the attitudinal motivational variables of desire to learn Arabic, attitude toward learning Arabic, Arabic course evaluation, attitudes toward Arab people, interest in foreign language, instrumental and integrative orientation are positively related to success in language learning, while Arabic teachers evaluation is not a negative correlate of achievement. Arabic class anxiety and Arabic use anxiety are significant but negatively correlate of achievement (See table 4.2 4.2A).

(3) Hypothesis (Ho.3) was rejected on the bases of the results that the correlation between learners' achievement and the integrative factors of integrative orientation, attitude towards Arabic native speaker and interest in foreign language are found significance. Interest in foreign language factor is found the most dominated predictor that influence the achievement of students as shown in tables 4.3 and 4.3A.

(4) The attitudes toward the learning situation factors of Arabic teacher evaluation do not attain significant with Arabic achievement of students while Arabic course evaluation show significant positive correlation with Arabic achievement and this

factor emerged the dominant predictor that influence the achievement of students.
(See tables 4.4 and 4.4A.)

(5) As shown in table 4.5 and 4.5A analysis data strongly support the rejection of hypothesis (Ho.5) that was a significant correlation between achievement and motivation. The three motivation variables of motivational intensity, desire to learn Arabic and attitudes toward learning Arabic are positively related to achievement in a foreign language. Again this finding is especially interesting because the finding suggests the effect of motivation on Arabic language and cultural learning is more consistent with the language achievement of learners. Motivational intensity factor is found the highest predictor of achievement. Motivation is also consistent with previous research using the AMTB which had demonstrated to be a direct determinate of foreign language learning and should be the most relevant variables (Gardner, 1985, 2006).

(6) Analysis of data showed the correlation between Arabic class anxiety and achievement is significant ($r = -.41$, $p > .01$) and Arabic use anxiety and achievement ($r = -.40$, $p > .01$) but the interesting fact language anxiety is negatively related to achievement. The factor Arabic class anxiety emerged the dominated predictor of achievement but it inversely influenced the achievement of students. (See table 4.6 and 4.6A.)

(7) Analysis of data showed that the correlation between achievement and instrumental orientation is found significant ($r=29$, $p<.01$). (See tables 4.7 and 4.7A.)

5.3 Limitations of the Study

There are several limitations to this study. First, the sample was limited. The sample was only 50 students who came from Madrassa (Arabic/Islamic traditional school) and who came from six different states in India (Assam, Bihar, Jammu & Kashmir, Kerala, Uttar Pradesh and West Bengal). Though the investigation is limited in terms of the study sample, the study may be not generalizable to Indian Muslim students who study Arabic in other institutions in India. The researcher's lack of financial support made it difficult for him to obtain a larger sample size from other academic institutions in other parts or states where Arabic is taught. Hence, the generalization will be limited.

Second limitation is represented in the method employed. As in any scientific endeavor, the first constraining factor derives from the method employed. In studies on L2/FL motivation and attitudes, questionnaires have become a widespread and almost the default method of collection. In other words, it is difficult to assess affective variables such as motivation and attitudes. These are usually collected through self-reported questionnaires. The use of standard instruments like Gardner's (1985, 1997, and 2005) AMTB has been tested strengthened and modified to suit different purposes and contexts. However, there

are other sources of weaknesses as well. Dornyei (2003) explains the pros and cons of questionnaire research. To him, the main areas of concern are lack of depth in elicited content (obviously a trade off with time and quantity and respondents performance problems such as biases, carelessness or fatigue. Oller (1982) argues, affective measures do not always elicit true response from participants and they are vulnerable to extraneous influences. They may be influenced by the extraneous factors such as (self-flattering) the desire to look good in one's own eyes or in the eyes of others (seeking socially desirable) or merely being consistent in responding to affective questionnaire (consistent responses). Oller and Perkins (1978 a, b) also claim that if the questions are phrased in the subject's native language, they become a test of intelligence and a rather direct test of first language proficiency. If the questions, on the other hand, are phrased in the target language, they become a target language proficiency measure. Gardner (1980) responds that all such claims are based on speculation and lack empirical support. In the present study, neither participant's native language, nor the target language were phrased in the instrument used. On the other hand, the use of self-reported questionnaire is an efficient method to collect large quantities of data; on the other hand, other methods such as observations and interviews should be adopted as complementary instruments for data collection measurement. For instance, the heads and advantages of adopting alternative (qualitative) methods in the study of L2 motivation is addressed in McGroary (2001) and Spolsky (2000).

Third limitation is represented in the Gardnerian model of motivation which might be an adequate description of how people learn a second/foreign language or not. The possibility that motivation, attitude and anxiety are the results and not the cause of second/foreign language achievement has some evidence (Au, 1988). However, to accept this, one would have to agree with the author in that the real cause of differences in language achievement are difficulties in the native language acquisition, which would return SLA research to be the isolated individual paradigm of the past.

Lastly, there are many factors that can affect students' motivation toward learning Arabic other than the five components used in this research. However, the researcher used these five factors because they have been supported by empirical studies and have been proven relevant to the success in second /foreign language learning.

5.4 Recommendations for future Research

In order to promote this kind of research the following recommendations are made:

First, future research should replicate this study using a larger number of students but outside Aligarh Muslim University. A large sample size would enable the use of more complex statistical analyses (i.e., factor analysis, Path analysis, Amos) to test the appropriateness of Gardnerian motivation model more systematically. Using Structural Equation Modeling will provide for a statistical fit of the casual

relationship between the measured variables and the hypothesized latent variables in the AMTB.

Second, future research should also be conducted in several Arabic departments in other universities in order to broaden our knowledge about the role of attitudes and motivation in language learning. This current study took place in the Arabic department, Aligarh Muslim University, Aligarh, Uttar Pradesh. If the same research were conducted in other parts of the country, would the results be different?

Do, particularly, the attitudinal motivational variables that were tested in this study play significant roles in the success of Arabic language learning among those students whose religions and /or ethnicity are other than Indian Muslims or, can several parallel studies be undertaken at different universities with same background students to see if there are any similarities or differences?

Third, another point to consider for future research is to assess the Indian students' attitudes toward the Arabic speaking people in the Arab world and the integrative orientations as well. Are those variables definitely relevant to their language learning or are there any other reasons to conceal such attitudes and motivation? It is also recommended to conduct a study on the role of language anxiety. The present study found anxiety negatively related to achievements. Gardner (1985, 1991, 1993, 2005) acknowledged problems with the direction of causality between anxiety and language achievement. Anxiety had a detrimental effect on language learning. At the same time, it is caused by low proficiency in

the language. It would be interesting to investigate the reasons for this discrepancy. A longitudinal study using qualitative data might help.

Forth, this study uses questionnaires to collect a lot of data in order to see how researchers and teachers could help learners to enhance their performance and outcome of their learning. It is recommended to examine the effect of Arabic language and its culture and literature on the part of the students attitudes/motivation and their Arabic academic achievement with a qualitative research method by a long term investigation or interview. Thus, the individual differences can be analyzed more concretely. Researchers should begin to see individual differences in second or foreign language learning as something that can not only be studied but also put into practice.

Lastly, much work is still to be done within the Indian context as to what is happening in the Arabic curriculum and/or syllabus in both Islamic traditional schools and Arabic departments. Only through continued investigations and insights on students' attitudes, motivation and anxiety can be drawn so that an Arabic language can be improved.

From this empirical research the students' motivation has been proved to be the most decisive factor in successful Arabic learning. The findings provided evidence in support of the theory of Gardner in second and foreign language learning. Further research in this area that identifies the wide range of social and psychological influences on language learning would aid teachers in their efforts to improve achievement in the Arabic language classroom. The research hopes

that the present study will encourage further studies that clarify how and why students learn Arabic language and how this research get in touch with Indian schools and universities to the benefit of language learners.

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APPENDIX A

General Background Questionnaire: (GBQ)

This is a part of a questionnaire which is apart of a doctoral study. The main purpose of this study is to examine and demonstrate the affective socio-psychological variables (Attitudes and motivation) and their relationship to achievement in Arabic language learning among Indian postgraduate students in the department of Arabic, A.M.U. All information is strictly confidential and your answers will be seen only by the researcher. Please give your answer completely and honestly as only this will guarantee the success of the investigation.

1. Name:Nationality.....
- 2- Religion Sect.....
3. Roll Number:Enrolment No.....
4. Level: M.A. Previous [.....] Final [.....]
5. Place of Birth:
6. Age:
7. Gender: Male [....] Female [....]
8. Mother tongue (your native language)
9. Name the other language(s) which you know and use.
.....
10. At what age did you start learning Arabic?
11. where did you start learning Arabic?
School [.....] Madrasa [.....]
12. If your answer to 11 was "school" or "Madrasa", how many years have you studied Arabic?
13. Have you ever been to an Arabic speaking country?
Yes..... No.....
14. If your answer to 13 was yes which country? How long did you stay there?.....

15. Schooling:

Name of the Level	Name of the School/ Madrasa	Medium of instruction	Other languages(s) learnt
Primary			
Secondary			
Senior secondary			
College			

16. Family Background:

- a) Your father's education.....Occupation.....
b) Your mother's education.....Occupation.....

17. Self-rating of Arabic skills.

Please, check these statements that best apply to you.

I understand Arabic:

- | | |
|------------------------|-----------------------|
| (a) Not at all [.....] | (b) Little [.....] |
| (c) Well [.....] | (d) Very well [.....] |

I speak Arabic:

- | | |
|------------------------|-----------------------|
| (a) Not at all [.....] | (b) Little [.....] |
| (c) Well [.....] | (d) Very well [.....] |

I read Arabic:

- | | |
|------------------------|-----------------------|
| (a) Not at all [.....] | (b) Little [.....] |
| (c) Well [.....] | (d) Very well [.....] |

I write Arabic:

- | | |
|------------------------|-----------------------|
| (a) Not at all [.....] | (b) Little [.....] |
| (c) Well [.....] | (d) Very well [.....] |

18. Result of the last exam.

Marks obtained:

Max. Marks:

Division with %age of aggregate Marks.....

Grade.....

- 19.** Why do you think learning Arabic is important to you? Please make your list reasons as specific and complete as possible in the space given below:

20. I would like to know if I could interview you.

Yes No.....

THE END OF PART ONE

(THANK YOU VERY MUCH FOR YOUR HELP)

APPENDIX -B

ATTITUDE/MOTIVATION TEST BATTERY (AMTB)

Attitudes toward Arab People

(Positively keyed)

- If India had no contact with Arabic-speaking countries, it would be a great lost.
- I think Arab people are very sociable, kind, and generous.
- I have always admired the Arab people.
- The more I get to know about Arab people, the more I want to be fluent in the Arabic language.

(Negatively keyed)

- The more I get know native Arabic speakers, the less I like them.
- I think the Arab people are rude and unfriendly to others.
- My attitude towards the Arab people is negative.
- I am interested in learning about Arab culture.

ATTITUDES TOWARDS LEARNING ARABIC

(Positively keyed)

- Arabic language is really great.
- I really enjoy learning Arabic.
- I love learning Arabic.
- I plan to continue learning Arabic.

(Negatively keyed)

- I hate Arabic language.
- I find the study of Arabic very boring.
- Learning Arabic is a waste of time.
- When I finish this course, I will give up the study of Arabic because I am not interested in it.

DESIRE TO LEARN ARABIC

(Positively keyed)

- I wish I had begun studying Arabic at an early age.
- If it were up to me, I would spend all of my time learning Arabic.
- I wish I were fluent in Arabic.

(Negatively keyed)

- Knowing Arabic isn't really an important goal in my life.
- I sometimes daydream about dropping Arabic.
- To be honest, I really have little desire to learn Arabic.

ARABIC CLASS ANXIETY

(Positively keyed)

- I never feel quite sure of myself when I am speaking Arabic in our Arabic class.
- It worries me that other students in my class seem to speak Arabic better than I do.
- I get nervous and confused when I am speaking in my Arabic class.

(Negatively keyed)

- I do not usually get anxious when I have to respond to a question in Arabic in class.
- I am not afraid how I am going with my Arabic.
- I feel confident when asked to participate in my Arabic class.

ARABIC USE ANXIETY

(Positively keyed)

- I would get nervous if I had to speak Arabic to someone I just met.
- Using Arabic outside of class bothers me.
- I feel anxious if someone asks me something in Arabic.

(Negatively keyed)

- When called upon to use my Arabic I feel very much at ease.
- It does not bother me at all to speak Arabic.

- I would feel quite relaxed if I had to ask for something in Arabic.

INTEREST IN FOREIGN LANGUAGES

(Positively keyed)

- I would like to learn many foreign languages.
- If I planned to stay in another country, I would make a great effort to learn the language of the people.
- I enjoy meeting and listening to people who speak other languages.

(Negatively keyed)

- Studying a foreign language is not a pleasant experience.
- I really have no interest in foreign languages.
- Most foreign languages sound disturbing.

INSTRUMENTAL ORIENTATION

- Studying Arabic is important because it will make me appear more cultured.
- Studying Arabic is important because it will give me an edge in competing with others.
- Studying Arabic ^{is} can important to me because I think it will someday be useful in getting a good job.
- Studying Arabic is important because other people will respect me more if I know Arabic.
- *I study Arabic in order to have access to main Arabic books.
- *I study Arabic in order to preach and propagate Islam.
- *I study Arabic in order to know my religion better.

INTEGRATIVE ORIENTATION

- Studying Arabic can be important for me because it will allow me to meet and converse with more and varied people.
- Studying Arabic is important because it will allow me to be more at ease with the people who speak Arabic.
- Studying Arabic is important because I will be able to interact more easily with speakers of Arabic.

- Studying Arabic is important because it will enable me to better understand and appreciate the Arab way of life.
- *I study Arabic in order to read better and understand the Quran (the book of the holy scriptures of Islam) and Hadith(the tradition of the prophet Muhammad) in the original language.
- *I study Arabic because I feel that I couldn't be good Muslim unless I have sufficient knowledge of Arabic.
- * I study Arabic in order to preserve my religio-cultural identity.

MOTIVATIONAL INTENSITY

(Positively keyed)

- I make a point of trying to understand all the Arabic I see and hear.
- I keep up to date with Arabic by working on it almost every day.
- When I have a problem understanding something we are learning in my Arabic class, I always ask my teachers for help.
- I really work hard to learn Arabic.

(Negatively keyed)

- I don't pay too much attention to the feedback I receive in my Arabic class.
- I don not bother checking my corrected assignments in my Arabic courses.
- I tend to approach my Arabic homework in a random and unplanned manner.
- I can't be bothered trying to understand the more complex aspects of Arabic.

ATTITUDES TOWARD THE LEARNING SITUATION

Language Teacher-Evaluation

(Positively keyed)

- My Arabic teachers have a dynamic and interesting teaching style.
- I look forward to going to Arabic classes because my Arabic teachers are very good.

- I really like the majority of my Arabic teachers.

(Negatively keyed)

- I don't think my Arabic teachers are very competent.
- My Arabic teachers don't present materials in an interesting way.
- I like the minority of my Arabic teachers.

Language Course Evaluation

(Positively keyed)

- I look forward to the time I spend in Arabic classes.
- I love my Arabic courses.
- My Arabic courses are very enjoyable.

(Negatively keyed)

- I find my Arabic courses are boring.
- To be honest, I really have little interest in my Arabic class.
- My Arabic classes are really a waste of my time.

APPENDIX -C

Instructions:

Following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. We would like you to indicate your opinion about each statement which best indicates the extent to which you disagree or agree with that statement. The following sample item will serve to illustrate the basic procedures

1 Indian. cricket players are better than Pakistani cricket players.

(a)strongly agree (b)agree (c) uncertain (d)disagree (e)strongly disagree .

In answering this question, you should have circled one of the above alternatives (a, b, c, d or e).Some people would circle strongly agree, others would circle strongly disagree, while others would circle any of the alternatives in between. Which one you choose would indicate your own feelings based on everything you know and have heard. Please read each of the following statements carefully and circle one of the alternatives (a, b, c, d or e) which appears most applicable to you. On the other hand, please do no waste time thinking about each statement. Give your immediate feeling after reading each item. All information is strictly confidential and your answers will be seen only by the researcher. So feel free and give your answer completely and honestly as only this will guarantee the success of the investigation. Note: there is no right or wrong answer.

1- Arabic language is really great.

(a) strongly agree (b)agree (c)uncertain (d)disagree (e) strongly disagree

2- I wish I had begun studying Arabic at an early age.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

3-If it were up to me, I would spend all of my time learning Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

4- If India had no contact with Arabic-speaking countries, it would be a great lost.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

5-I wish I were fluent in Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

6-Knowing Arabic isn't really an important goal in my life.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

7- I never feel quite sure of myself when I am speaking Arabic in our Arabic class.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

8- I do not usually get anxious when I have to respond to a question in Arabic in class.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

9- I am not afraid how I am going with my Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

10- When called upon to use my Arabic I feel very much at ease.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

11-I would like to learn many foreign languages.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

12- I don not bother checking my corrected assignments in my Arabic courses.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

13- Studying Arabic can be important for me because it will allow me to meet and converse with more and varied people.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

14 I make a point of trying to understand all the Arabic I see and hear.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

15 Studying Arabic is important because it will allow me to be more at ease with the people who speak Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

16- I look forward to going to Arabic class because my Arabic teachers are very good.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

17 Studying Arabic is important because I will be able to interact more easily with speakers of Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

18- I don't pay too much attention to the feedback I receive in my Arabic class.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

19--Studying Arabic is important because it will give me an edge in competing with others.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

20- Studying a foreign language is not a pleasant experience.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

21-My Arabic teachers have a dynamic and interesting teaching style.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

22-My Arabic courses are very enjoyable.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

23- If I planned to stay in another country, I would make a great effort to learn the language of the people.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

24-Studying Arabic can important to me because I think it will someday be useful in getting a good job. .

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

25-It does not bother me at all to speak Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

26- I would get nervous if I had to speak Arabic to someone I just met. .

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

27- Using Arabic outside of class bothers me

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

28- I sometimes daydream about dropping Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

29- I am not interested in learning about Arab culture.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

30 -I have always admired the Arab people.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

31- I really enjoy learning Arabic

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

32- The more I get know native Arabic speakers, the less I like them.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

33- Studying Arabic is important because it will enable me to better understand and appreciate the Arab way of life.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

34- I keep up to date with Arabic by working on it almost every day.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

35- Studying Arabic is important because it will make me appear more cultured.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

36- I tend to approach my Arabic homework in a random and unplanned manner.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

37- I really like the majority of my Arabic teachers.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

38- I don't think my Arabic teachers are very competent

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

39- I am not interested in learning about Arabic culture.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

40- I love learning Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

41- The more I get to know about Arabic culture, the more I want to be fluent in the Arabic language.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

42- I find the study of Arabic very boring

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

43- To be honest, I really have little desire to learn Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

44- It worries me that other students in my class seem to speak Arabic better than I do. .

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

45- I feel confident when asked to participate in my Arabic class

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

46- I study Arabic in order to read better and understand the Quran (the book of the holy scriptures of Islam) and Hadith (the tradition of the prophet Muhammad) in the original language.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

47- I can't be bothered trying to understand the more complex aspects of Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

48- I study Arabic because I feel that I couldn't be good Muslim unless I have sufficient knowledge of Arabic

a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

49- When I have a problem understanding something we are learning in my Arabic class, I always ask my teachers for help.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

50- I really work hard to learn Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

51- I love my Arabic courses.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

52- My Arabic teachers don't present materials in an interesting way

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

53- I think the Arab people are rude and unfriendly to others.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

54- My attitude towards the Arab people is negative.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

55- I plan to continue learning Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

56- I get nervous and confused when I am speaking in my Arabic class.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

57- Learning Arabic is a waste of time.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

58- I would feel quite relaxed if I had to ask for something in Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

59- I enjoy meeting and listening to people who speak other languages.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

60- Studying Arabic is important for me because other people will respect me more if I know Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

61- I study Arabic in order to have access to main Arabic books.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

62- I find my Arabic courses are boring

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

63- I hate Arabic language.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

64- I like the minority of my Arabic teachers.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

65- When I finish this course, I will give up the study of Arabic because I am not interested in it.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

66- I feel anxious if someone asks me something in Arabic.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

67- I study Arabic in order to preserve my religio-cultural identity.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

68- I really have no interest in foreign languages.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

69- To be honest, I really have little interest in my Arabic class.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

70- I study Arabic in order to preach and propagate Islam.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

71- Most foreign languages sound disturbing

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

72- My Arabic classes are really a waste of my time

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

73- I look forward to the time I spend in Arabic class.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree

74- I study Arabic in order to know my religion better.

(a) strongly agree (b) agree (c) uncertain (d) disagree (e) strongly disagree